

**HIGH SCHOOL
ENGLISH GRAMMAR
AND
COMPOSITION**

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HIGH SCHOOL ENGLISH GRAMMAR AND COMPOSITION

PART I CHAPTER I

NOUNS

I. Definition and Scope of Nouns.

A Noun names a person or a thing, *e.g.*, John, bench, chair, etc. It becomes the Subject or the Object of a verb, and sometimes completes an Incomplete Predication. But there are certain other things in grammar, which are also used for the same purpose, for instance, the Pronoun and the Infinitive.

John is a good boy. (Subj. Noun)

He writes a good hand (Subj. Pronoun)

To rise early is healthy. (Subj. Infinitive)

The important thing to note, however, is that the Noun names *directly*, the Pronoun names only *indirectly* by referring to some thing or person already spoken of, and the Infinitive is not inflected for *number* or *gender*.

II. Classification.

All Nouns can be classified under two main divisions,
viz.

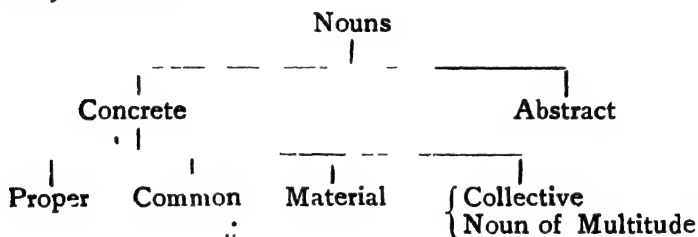
- I. Concrete.
- II. Abstract.

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Concrete Nouns may be sub-divided into—

1. Proper.
2. Common.
3. Material.
4. Collective and Noun of Multitude.

This classification may be represented diagrammatically as follows:—



III. Abstract Nouns distinguished from Concrete Nouns.

An **Abstract Noun** denotes some *quality* or *state* which is drawn off in thought, as it were, (*abs*, 'away from' and *tractum*, 'to draw') from the thing possessing the quality. A **Concrete Noun** denotes an *object of sense*, that is, anything that can be seen, heard, touched, tasted, or smelt. *Redness* is a quality which exists in the rose. We can think of *redness* in our minds as distinct from the *rose*; so it is a quality which has been *abstracted*, 'drawn off' in thought, and hence is an **Abstract Noun**. We cannot feel it, we cannot touch it, taste it and so forth; but we can *think* of it. In the case of the *rose*, however, the matter is otherwise; we can see the flower, touch it, smell it and so forth. The *rose* is therefore a **Concrete Noun**.

IV. Collective Nouns distinguished from Nouns of Multitude.

A **Collective Noun** as well as a **Noun of Multitude**

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refers to a collection: But there is a distinction between the two. A **Collective Noun** refers to an *entire undivided whole*, while a **Noun of Multitude** refers to an *individual of the group*.

The jury is of opinion that the prisoner is guilty.

This means that all the persons constituting the jury agree in thinking so. But in the sentence

The jury are divided in their opinion

the meaning is, the persons constituting the jury *do not all agree* in coming to a common conclusion. Some of them differ from the others. In the former case, the word jury is a *Collective Noun*, in the latter case it is a *Noun of Multitude*. It should be borne in mind that the **Collective Noun** takes a *singular verb* but the **Noun of Multitude** takes a *plural verb*.

The committee *is* an influential body. (A **Collective Noun**, *Sing.*)

The committee *are* divided as to what amount should be spent. (A **Noun of Multitude**, *Plural*).

V. Other Nouns treated as Common Nouns and Vice Versâ.

(a) The *Chatterjees* of Balagarh are rich people. Bankim Chandra is the *Scott* of Bengal. Kalidâs is the *Shakespeare* of India. Here some Proper Nouns have been treated as Common Nouns, for they either indicate many persons of the same title or of a similar character.

(b) The *grass* outside my compound is not so green. The *food* that I took yesterday was too rich for my stomach. Material Nouns have been used as Common Nouns, for they imply particular classes of one material.

(c) The *heroism* of the boy deserves admiration: The *patriotism*, which you speak so highly of, is not the thing that is wanted. She is a noted *beauty*. He is a *Justice* of the High Court. Here Abstract Nouns have been used as Common Nouns, for they denote particular instances of the same quality or persons possessing a certain quality.

d) He entirely forgot *the friend in the judge*. He realised the *patriot* that rose within the breast of the prisoner. Common Nouns have been treated as Abstract Nouns as implying the *quality* instead of the *person* possessing the quality.

VI. Abstract for the Concrete.

He has no respect for *age*. The poor did not admire the French *nobility*. It is a *curiosity* of literature. Indian *manhood* has been insulted. Here some abstract nouns have been used to mean concrete objects.

VII. Number.

(a) Rule regarding the formation of plurals of words ending with 'man.'

| <i>Singular</i> | <i>Plural</i> | <i>Singular</i> | <i>Plural</i> |
|-----------------|---------------|-----------------|---------------|
| 1. German | Germans | 5. Talisman | Talismans |
| 2. Englishman | Englishmen | 6. Statesman | Statesmen |
| 3. Mussalman | Mussalmans | 7. Ottoman | Ottomans |
| 4. Dutchman | Dutchmen | 8. Salesman | Salesmen |

Hence the rule is that when the termination 'man' is an integral and indivisible part of the word itself as in 1, 3, 5, and 7 the ordinary plural suffix 's' is added to it; but when the English word 'man,' meaning a member of the human race, forms the last element of the compound, then the plural should be 'men' as in 2, 4, 6 and 8.

(b) Plural forms of some Compound Nouns.

Master-architects; here the principal part of the compound has taken the 's.' Fellow-workers—as in the last example. Heirs-apparent—as in the last example. Tea-spoonfuls—because the last part of the compound word makes the meaning complete. Hand-fuls—as in the last example. Maid-servants—because here 'servant' is the more important part of the compound. Gunmakers—as in the last example; 'maker' more important. Forget-me-nots—because it is a particular kind of flower, the meaning of which will be left incomplete without the word 'not.' Lieutenant-Governors—because, the latter part of the compound forms the

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more important element. Governors-General—this is also guided by the rule cited in the case of 'Lieutenant-Governor.'

(c) Plural forms of some titles and Proper Nouns

| <i>Singular</i> | <i>Plural</i> |
|-----------------|--|
| Sir | Sirs or Gentlemen |
| Mr | Messrs. |
| Mrs | Mistresses |
| Madam | Madams or Mesdames |
| Miss | Misses |
| Miss Howard | { Misses Howard Miss Howards Misses Howards. |

Note—The word 'mesdames' (pronounced 'madams') is strictly speaking the alternative plural form of the word 'madam' which is a courteous form of addressing a lady, especially a married woman. The word has been adopted as the plural form of the English word 'Mrs.' and is in correct use.

VIII. Gender.

Feminine forms of some titles and proper names.

| <i>Masc.</i> | <i>Fem.</i> | <i>Masc.</i> | <i>Fem.</i> |
|--------------|-------------|--------------|----------------------------|
| Czar | Czarina | Alexander | { Aléxandrina Alexandra |
| Sultan | Sultana | Sénor | Sénora |
| Infant | Infanta | Viceroy | Vicerene |
| Paul | Pauline | Ernest | Ernestine |
| Henry | Henrietta | Theodore | Theodora |

IX. Case.

(a) Different kinds of Objects.

(1) **Direct Object**: The teacher taught *English* with credit. (Act. Trans.)

(2) **Indirect Object**: The teacher taught his *pupils* English with credit. (Act. Trans.)

(3) **Retained Object**: His pupils were taught *English* with credit. (Pass. Voice)

* *Governor-Generals* is also an admitted plural form.

- (4) **Cognate Object** : He *lived a happy life* (Intrans. Verb)
 (5) **Reflexive Object** : He *sat himself* by the bedside. (Do.)
 (6) **Adverbial Object** : The wall is six *feet* high. (Neither after a preposition nor after a transitive verb)—I will see him *next morning*.
 (7) **Complementary Object** : People made him *king*. (Factitive Verb)
 (8) **Dative Object** : Object of Interest) Saddle *me* the horse.
 (9) **Exclamatory Object** : O dear *me* ! Ah *me* !

(b) **Things generally forming the Subject and the Object.**

The *Subject* and the *Object* in English generally consist of :—

- (1) **Nouns** : The *dog* barks. (Subj.) I saw a *dog* (Obj.)
 (2) **Pronouns** : I went there. (Subj.) Ram beat *him*. (Obj.)
 (3) **The Simple Infinitive** : To *rise* early is healthy. (Subj.)
 He went there (for) to see the game. (Obj. *Now obsolete*)
 The **Gerund** : *Rising* early is healthy. (Subj.) He is accustomed to *rising* early. (Obj.)
 (5) **The Verbal Noun** : The careful *reading* of a book requires time. (Subj.) The boy devoted himself to the careful *reading* of his books. (Obj.)
 (6) **Adjectives treated as Nouns** ; The *rich* are not always happy. (Subj.) Treat the *poor* kindly. (Obj.)
 (7) **A Noun Clause** : *That he can speak well* is universally admitted. (Subj.) He knows *that he cannot pass*. (Obj.)
 (8) **Some Adverbs treated as Nouns** : The *ups and downs* of life are many. (Subj.) His feeble voice was drowned in the *ayes and noes* of the people assembled. (Obj.)

(c) **The Complex Subject and the Complex Object.**

The Complex Subject :

1. *That he is a fluent speaker* is admitted by everybody.
2. *How this should be done* is not known to him.
3. *Why he can not do this* puzzles me greatly.
4. *To live or not to live* is the one question requiring solution.

The Complex Object :

1. His success entirely depends upon *how he will work*.

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2. Every one admits *that he is a fluent speaker.*
3. He does not know *why he was disallowed.*
4. He must be imprisoned from *now till the court rises.*

N. B. These are called *Complex*, because instead of a single or solitary word, a whole expression consisting of a phrase or a clause does the work of the subject or the object.

Exercise.

1. Distinguish between (a) an Abstract Noun and a Concrete Noun and (b) a Collective Noun and a Noun of Multitude.
2. Cite instances of Proper, Material and Abstract Nouns treated as Common Nouns.
3. Give examples of Common Nouns used as 'Abstract' Nouns.
4. Exemplify *Abstract for the Concrete* and *Concrete for the Abstract*.
5. State and exemplify the rule regarding the formation of plurals of words ending with 'man'.
6. What are the plurals of the following compound words?—Fellow-worker, Heir-apparent, Handful, Maid-servant, Knight-templar, Lieutenant-Governor, Governor-General.
7. Give the feminine forms of:—Czar, Paul, Infant, Alexander, Sultan, Sénor, Viceroy; and the plurals of Sir, Mr., Mrs., Miss Benson, Mistress.
8. Name and illustrate the different kinds of Objects used in English.
9. What things do generally form the Subject and the Object in English? Cite examples.
10. What do you mean by the Complex Subject and the Complex Object? Cite as many examples as you can.
11. Pick out the Direct and the Indirect Objects in the following:—My father told me a story. I gave him the knife. He asked me that question. I told him what would happen. The teacher taught him music. I paid him his wages. He begged me to do the work.
12. Correct the following:—The Mussalmen of India are a brave people. Good statesmans are wanted in these days. Dutchmans are good fighters. He gave me many talismen for use.

CHAPTER II

PRONOUNS

I. The references of 'It'.

The pronoun 'It' has three references :—(1) *Forward reference* ; (2) *Backward reference* ; (3) *Indefinite reference*. The following sentences will illustrate the references :—

(1) *It is healthy to rise early.* The pronoun here refers to the Infinitive which is placed in front of it.

(2) *The sea is tempestuous ; God alone can still it.* Here the pronoun refers backward to the word 'sea'.

(3) *It is getting dark. It is getting late. It rains.* In all these instances the pronoun has no definite reference.

II. The functions of 'self'.

The meaning of a Reflexive pronoun.

The word 'self' serves different purposes in English. First, it helps to form the reflexive. The word *reflexive*, which is the same at bottom as the word *reflective*, comes from *re* back and *flecto* to turn. This form is used when the action implied in the verb turns back upon the agent or the doer, e.g.,

He killed *himself*.

The action of killing turns back upon the subject or, in other words, the subject becomes the object.

Secondly, the word 'self' adds emphasis to the action done by the agent ;

I myself saw the deed. He *himself* paid the money. The *master himself* went to the bazaar.

Thirdly, it is used as a noun, as in the instance, 'He forgot his *self* in the interests of others.'

Pronouns compounded with 'self' :—I, we, thou, you, he, she, it, they.

I + self = myself.

We + self = ourselves.

Thou + self = thyself.

You + self = yourself. (*sing.*

Yourselves (plural).

He + self = himself.

She + self = herself.

It + self = itself.

They + self = themselves.

Note—When the word 'self' is compounded with a pronoun in the singular number, it retains the singular form ; but when it is compounded with a pronoun in the plural number, the plural form is used.

III. The different uses of the Relatives 'who' and 'which.'

The Relatives 'who' and 'which' have mainly the following two different uses :—

(1) The *Restrictive* or *limiting* use.

(2) The *Continuative* or *co-ordinating* use.

In the first case the pronouns restrict the application or area of a noun or its equivalent :

He has lost the book *which* I gave him last Sunday (not any other book). The man *who* says this is a liar (no other man). I met the boy *who* had abused me some days ago (no other boy).

In the second case the sense is different. In the sentence, "He can speak for hours together, *which* is certainly a difficult thing," the pronoun does not restrict the noun 'hours' but simply continues the idea of the speaker, the construction being, "He can speak for hours together, *and this is* certainly a difficult thing."

Note—As in the second case, the Relative has been used in a Continuative sense, two co-ordinate ideas being connected thereby ; similarly, other instances of the Relative being used in the same sense may be cited, the Relative connecting a subordinate sentence with a principal one, e.g., (a) He did not like to see his friend again, *who* did not sympathise with him in his troubles (*who* = because he). (b) The Headmaster gives him a

prize, *which* will be an incentive to greater exertion (which — *so that it may*.) (c) In the sentence 'The man who had been found guilty was hanged' the pronoun *who* may be explained both ways, *e.g.*, (1) because he had been found guilty, in which case it is continuative, and (2) *no other man*, in which case it is restrictive.

IV. Peculiar uses of certain Pronouns.

(a) **We** have advised **our** cousin and Viceroy in India, Lord Canning, etc.

(b) **What** is your name? **What** book do you want?

(c) **What** is wanted is the courage to speak the truth. These are **what** are called miracle-mongers.

(d) **What** with illness and **what** with pecuniary losses, the man has been entirely upset.

(e) If you are so discouraged, **what** must your brother be!

(f) There was none but cried shame on the ruffian.

(g) They say that ~~there~~ will be an outbreak of small-pox this year.

(h) **All** that glitters is not gold. **All** are at one on this point.

(i) **One** must be respectful to **one's** superiors.

(a) The pronouns in the first person have been used in the plural form because they express a royal wish. There are some instances in English when this plural form of the pronoun in the first person is used : (i) when kings, editors, and authors speak of themselves ; (ii) when a single person speaks of the whole mankind in reference to a fact that holds good in the case of one and all,

My brother says that *we* are all mortal.

(iii) When a single person is the spokesman of a whole body of men including himself :

Let *us* approach the Governor with *our* petition.
It is called the *editorial we* by some grammarians.

(b) In both cases *what* is Interrogative. In the first instance it is an Interrogative Pronoun, as it is used without a noun after it, but certainly for a noun. In the second case it is an Interrogative Adjective, it being used with a noun after it.

(c) In both cases, *what* is a Compound Relative Pronoun. The important thing to notice is that in the first case it is used with a singular verb, and in the second it is used with a plural verb, though the form remains unaltered. It is apparent, therefore, that *what* as a Compound Relative may be used in both numbers.

(d) This is the *adverbial* use of *what*. It means *partly*. It modifies the preposition 'with' after it.

(e) Here *what* may be called a pronoun of exclamation, but the force is *adverbial*. It means *to a great extent*.

(f) *But* is here equivalent to *that* and *not*. 'The sentence means, 'there was none *that did not* cry shame on the ruffian.' It is to be treated as a relative with a negative implication.

(g) *They* is here an *Indefinite Pronoun* meaning 'people in general.'

(h) The point of grammatical interest in the use of the word '*all*' here is that it has been used both with a singular and a plural verb. From the various instances in which the word *all* is used in English, it can be easily gathered that when the word refers to an entire *quantity* the verb used is *singular*, but when it refers to *number* the verb used is in the *plural*.

(i) This use of the word *one* must be carefully noted. It is connected with *Lat. homo*, a person, whether male or female. As it is used as an Indefinite Pronoun, it is not clear whether it refers to a man or a woman, and the difficulty is, whether *he* or *she* should be used in referring to it in the case of a subsequent repetition.

This difficulty has been avoided by making it obligatory to use *one* after the Indefinite Pronoun *one*; but the rule seems to be violated by many English writers.

V. The force of certain Pronouns.

- (a) **Which** of these dishes would you like for dinner ?
 (b) **What** man is so foolish as not to accept the proffered hand of friendship ?
 (c) **Who** is your father ?
 (d) **What** is your father ?
 (e) **Which** is your father ?
 (f) **Who** is it that defies the king's authority ?
 (g) **What** is it that worries you so much ?

(a) The use of *which* implies a group made up of a *definite number* of individual things *out of which selection has to be made*. The Interrogative 'which' has therefore a selective force here.

(b) *What* implies a simple form of interrogation without reference to any particular group out of which selection has to be made.

- (c) *Who* enquires about the *name* of the father.
 (d) *What* enquires about the *profession* of the father.
 (e) *Which*—here you are asked to *point out* your father out of a number of men assembled.
 (f) *Who* implies an unknown or indefinite individual.
 (g) *What* implies an unknown or indefinite matter.

Exercise.

1. Explain and illustrate the references of 'It'.
2. What are the functions of 'se' in English ? Explain in this connexion what is meant by a *Reflexive Pronoun*.
3. Compound the pronouns 'I, we, thou, you, he, she, it and they with 'self'.
4. Explain and illustrate the different uses of the Relative 'who' and 'which'.
5. When can Pronouns in the first person be used in the plural form, though a single person happens to be the spokesman ?
6. Explain the meaning of the expressions 'who is your father?' 'what is your father?' and 'which is your father?'

CHAPTER III

VERBS

I. The various functions of the Verb 'Do.'

The verb 'Do' is used in the following different senses :—

1. As a **Transitive** verb (principal) to mean *perform* : He is now *doing* the work that I did yesterday.

2. As an **Auxiliary** verb :—

(a) For the sake of *emphasis* : I *do* love her.

(b) For the sake of introducing the negative :
do not love her.

(c) For the sake of asking a question : *Do* you love her?

3. As a **Substitute** verb, to avoid the repetition of a verb previously employed : My horse runs as fast as your horse *does*. This is technically known as the 'pro-verb'.

4. In using a **Prohibitive** verb, in modern English, the imperative is formed by the auxiliary 'do' :

Old English

Speak not

Go not

Tell not

Cry not

Modern English

Do not speak

Do not go

Do not tell

Do not cry

N. B. Intransitive use :—The following may be cited as an intransitive use of the verb,—I cannot *do* without tea.

II. The uses of the Infinitive. An instance of the Infinitive in 'ing.'

The Infinitive is of two kinds :—(1) The *Simple* Infinitive. (2) The *Gerundial* Infinitive.

IV. The different senses in which the verbs 'shall' and 'will' are used.

Shall is used in four different senses :—

(1) As an *Auxiliary* verb, it is used to denote simple futurity :

I shall go there.

(2) As an *Auxiliary* verb, it has the sense of purpose. But in this case it is used only after the word 'lest' and only in the form of 'should' :

I went to see the District Magistrate, lest my failure should annoy him.

(3) As a *Principal* verb (transitive) it conveys the idea of a command :

You shall not do it.

(4) As a *Principal* verb (transitive) it conveys the sense of duty, the form used being *should* instead of 'shall' :

You should have gone there.

Will also is used in four different senses :—

(1) As an *Auxiliary* verb, it is used in the sense of mere futurity :

He will go there.

(2) As a *Principal* verb (transitive) it conveys the sense of intention on the part of the speaker :

I will not go there.

(3) As a *Principal* verb (transitive) it is used to imply a habit. The form 'would' is, however, more generally used in this sense :

(a) The cat will attack any animal, big or small, when it is desperate.

(b) He would go there every Sunday.

(4) As a *Principal* verb (transitive) in the sense of bequeathing a property :

He willed away his whole property in favour of his nephew.

V. The different uses of 'shall' and 'will':—

(a) In Simple Assertions.

(1) To indicate *mere futurity*, **shall** is used in the first person, and **will** in the second and third persons :

I shall go. You will go. He will go.

(2) When we desire to express some *command*, *promise*, or *threat*, **shall** is used in the second and third persons :

You shall go there. You shall get your reward to-morrow. He shall be hanged by the neck.

(3) When an *intention* or *determination* is implied, **will** is used in the first person :

I will see my brother to-morrow. I will warn him or he may commit the offence again.

(b) In asking Questions.

(1) **Shall** in the first person merely enquires about something future :

Shall I call on you to-morrow ?

In modern English, **shall** is never used in asking questions in the second person.

Shall in the third person implies a desire or command :

Shall he stand up on the bench ?

(2) **Will** in the first person is never used.

Will in the second person is used for asking a favour :

Will you write this letter for me ?

Will in the third person merely enquires about something future :

Will the young Maharajah attain majority this year ?

VI. The meaning of Sequence of Tenses Rules regulating Sequence of Tenses in English.

Sequence of Tenses means the proper co-ordination, as regards tense, between the different verbs in the different parts of a sentence. For instance, if the *past tense* has been used in the principal clause, it ordinarily

holds good that the *past tense* must be used in the subordinate clause also. There are two main rules guiding the Sequence of Tenses with some special rules which should also be observed. These rules are :—

(a) If the *past tense* has been used in the principal clause, the *past tense* must be used also in the subordinate clause :

| <i>Principal</i> | <i>Subordinate</i> |
|----------------------------|---|
| Ram <i>said</i> | that he <i>would</i> go. |
| He <i>walked</i> so fast | that I <i>could not keep</i> pace with him. |
| The boys <i>went</i> there | that they <i>might see</i> the sport. |

A special rule, exception to (a).

When a *universal truth* or a *habitual fact* is stated in the subordinate clause, the *present inaeinite tense* can be used, though the *past tense* has been used in the principal clause :

| <i>Principal</i> | <i>Subordinate</i> |
|---------------------------|--|
| The teacher <i>said</i> , | that the earth <i>moves</i> round the sun. |
| He <i>understood</i> | that cats <i>eat</i> fish. |

(b) If the *present* or the *future tense* has been used in the principal clause, it can be followed by *any tense whatsoever* in the subordinate clause :

| <i>Principal</i> | <i>Subordinate</i> |
|---------------------|-------------------------------------|
| I <i>hear</i> | that he <i>comes</i> every day. |
| I <i>hear</i> | that he <i>will come</i> to-morrow. |
| I <i>hear</i> | that he <i>came</i> yesterday. |
| I <i>shall know</i> | if he <i>goes</i> to school. |
| I <i>shall know</i> | if he <i>will go</i> to school. |
| I <i>shall know</i> | if he <i>went</i> to school. |

There are some **Special Rules** regarding *Sequence of Tenses* when the subordinate clause is introduced by (1) some Conjunction of Purpose, or (2) some Conjunction of Comparison.

In the case of Conjunctions of Purpose.

(a) If a verb in the *present* or *future tense* has been used in the principal clause, the verb in the subordinate clause must be introduced by 'may' :

| <i>Principal</i> | <i>Subordinate</i> |
|---------------------|---------------------------------|
| He <i>reads</i> | that he <i>may</i> win a prize. |
| He <i>will read</i> | that he <i>may</i> win a prize. |

VERBS

(b) If a verb of the *past tense* has been used in the principal clause, the verb in the subordinate clause must be introduced by 'might' in accordance with the general rule (a) stated above :

| <i>Principal</i> | <i>Subordinate</i> |
|--------------------|-------------------------------------|
| He read | that he <i>might</i> win a prize. |
| He <i>worked</i> | that he <i>might</i> earn a living. |

2. In the case of Conjunctions of Comparison, the rule is that *any tense* in the principal clause may be followed by *any tense* in the subordinate clause :

| <i>Principal</i> | <i>Subordinate</i> |
|------------------------------|---|
| He <i>loves</i> you more | than he <i>loves</i> me. |
| He <i>loved</i> you more | than he <i>loves</i> me. |
| He <i>will love</i> you more | than he <i>loved</i> me. |
| He <i>has loved</i> you more | than he <i>will love</i> me. |
| He <i>loves</i> you more | • than he <i>was loving</i> me. |
| He <i>loves</i> you | as well as he <i>loved</i> me, etc., etc. |

N. B.—There is only one rule with regard to the conjunction '*lest*' used in the subordinate clause. No other auxiliary verb than '*should*' can be used with '*lest*' in the subordinate clause, whatever be the tense in the principal clause. Sometimes, however, this rule is ignored even by standard authors. The following examples will illustrate the point.

| <i>Principal</i> | <i>Subordinate</i> |
|--------------------------------------|--|
| I <i>give</i> him a prize | <i>lest</i> he <i>should</i> cry. |
| I <i>gave</i> him a prize | <i>lest</i> he <i>should</i> cry. |
| I <i>shall give</i> him a prize | <i>lest</i> he <i>should</i> cry. |
| I <i>have given</i> him a prize | <i>lest</i> he <i>should</i> cry. |
| I <i>shall be giving</i> him a prize | <i>lest</i> he <i>should</i> cry, etc , etc. |

VII. The Complements and their kinds. Distinction between a Subjective Complement and a Complementary Subject and an Objective Complement and a Complementary Object.

Some verbs in English do not make a complete sense by themselves, but require some other word or words to complete the sense. The additional word or words thus required for the completion of the sense are called *Complements*. Thus a complement denotes any

kind of completion, except the object or objects to a transitive verb.

There are two kinds of complements, (1) *The Subjective Complement*, and (2) *The Objective Complement*. When the complement is used after an *intransitive* verb, it is called the *Subjective Complement*, because it refers to the subject ; but when it comes after a *transitive verb in the active voice* it is called an *Objective Complement*, because then it refers to the object :

- 1 He went *mad*. Subj. Complt.)
2. The death of his son made him *mad*. (Obj. Complt.)

A distinction, however, is generally drawn between a *Subjective Complement* and a *Complementary Subject*. A *Subjective Complement* may be a *noun*, an *adjective*, a *participle*, a *possessive*, an *infinitive*, in fact anything. But a *Complementary Subject* must be a *noun* or its equivalent :

- (a) He is my *father*. (Subj. Complt. or Compltry. Subj.)
- (b) This house is *mine* Subj. Complt.)
- (c) The boy fell *asleep* Subj. Complt.)
- (d) The dog went on *barking*. (Do.)
- (e) He seems to be *ill*. (Do.)
- (f) He is a *king* (Compltry. Subj, also Subj. Complt.)
- (g) The *Sannyasi* proved a *thief*. (Do. Do.)
- (h) The man turned an *approver* (Do. Do.)

Similarly the distinction holds good with reference to the *Objective Complement* and a *Complementary Object* :

- (a) The news drove him *mad* Obj. Complt.)
- (b) His words made the whole class *laugh*. (Do.)
- (c) His generosity made the wrapper *mine* (Do.)
- (d) They elected him *king*. (Obj. Complt. or Compltry. Obj.)
- (e) The committee appointed him *Headmaster*. (Do.)

N.B.—It should be borne in mind that whenever a transitive verb requiring completion is changed from the active voice to the passive voice, the *Objective Complement* becomes a *Subjective Complement* :

Act. Voice, Obj. Complt.
They elected him *king*.
The Committee appointed him
Headmaster.

Pass. Voice, Subj. Complt.
He was elected *king* by them.
He was appointed *Headmaster*
by the Committee.

VIII. Quasi-passive verbs.

Some *transitive* verbs are used in a *passive* sense, though they are not put in the passive voice. These verbs which are active in form but passive in sense, are called **Quasi-passive verbs** :

The bed *feels* hard. Sugar *tastes* sweet. The rose *smells* delicious. The speech *reads* well. The book is *printing*. The court house is *building*. The guns are *firing*. This pen *writes* well. Rice *sells* cheap. The drums are *beating*.

IX. Past Participles of the same verb distinguished.

Some verbs in English have two different forms of the Past Participle, but the difference is not so much in the meaning as with regard to the position of the words in the sentence. The following examples will clear up the point :

(1) It is my *bounden* duty to go there. I am *bound* by promise to go there.

(2) He is a *drunken* rascal. The rascal was *drunk*.

(3) The *sunken* ship was raised. The ship had *sunk* in the sea.

(4) A *famine-stricken* country. A *grief-stricken* heart. He was *struck* with a sword.

(5) The Ferrat was a *shrunk* stream. The stream has *shrunk* in its bed.

(6) *Ill-gotten* money does not last. They have *got* money by unfair means.

(7) The monastery contains *hidden* treasure. The treasure was *hid* under-ground.

(8) I am *beholden* to you for your kindness. He has never *beheld* such a sight.

(9) He found a *graven* image. The image was *engraved* with letters.

(10) The image was made of *molten* gold. Gold is *melted* with heat.

(11) The boat was made of *rotten* planks. The plank has *rotted* in water.

(12) He was lean like a *shorn* lamb. The sheep were *sheared* yesterday.

- (13) It was a well *sewn* cloth. The cloth *was sewed* or *sewn*.
 (14) It was a *hewn* log of wood. The log *was hewed* or *hewn*.
 (15) I had a *lighted* lamp. The lamp *was lit* or *lighted*.
 (16) He ate *roast* mutton. The meat *was roasted*.
 (17) He has *worked* well. He deals in *wrought* iron.

X. Verbs in English which are always followed by the Reflexive pronoun.

Avail : He availed *himself* of the first train to Calcutta.

Absent : He absented *himself* from the play-ground.

Betake : They betook *themselves* to peaceful occupations.

Bethink : They bethought *themselves* of a clever plan of escape.

Plume : She plumes *herself* on her handsome looks.

Pride : We pride *ourselves* on our high birth.

Acquaint : I acquainted *myself* with the affair (occasionally).

Acquit : He acquitted *himself* creditably in the examination (occasionally).

XI. Verbs in English followed only by Gerunds preceded by prepositions and not by Infinitives.

Incorrect

Correct

He persisted *to call* me bad names. He persisted *in calling* me etc.

We insisted *to go* there. We insisted *on going* there.

He refrained *to talk* loudly. He *refrained from* talking loudly.

The teacher prohibited him *to go* there. The teacher prohibited him *from going* there.

He is desirous *to pass* the examination. He is desirous *of passing* etc.

He was prevented *to go* there. He was prevented *from going* etc.

I insisted on him *to leave* the room. I insisted *on his leaving* etc.

The boy had no excuse *to be* idle. The boy had no excuse *for being* etc.

He abstained *to take* food and drink. He abstained *from taking* etc.

Incorrect

My brother assisted me *to do* this.

He was confident *to pass* the examination.

He excels *to speak* English.

The teacher discouraged him *to play*.

He was disqualified *to apply*.

He was debarred *to sit* for the examination.

My brother hindered me *to go*.

I thought *to do* this.

Correct

My brother assisted me *in doing* this.

He was confident *of passing*, etc.

He excels *in speaking* English.

The teacher discouraged him *from playing*.

He was disqualified *from applying*.

He was debarred *from sitting* etc.

My brother hindered me *from going*.

I thought *of doing* this.

XII. Strong and Weak Verbs.

Certain verbs in English have the strength inherent in them of forming their past tenses by only changing a certain vowel, no outside help being required in the shape of any additions to the original root: *rise—rose, ring—rang, fall—fell, sit—sat*, etc. These are called **Strong Verbs**.

But there are other verbs which are lacking in this strength. They require the addition of 'd' or 't' to the original root to form their past tenses: *wish—wished, bark—barked, hear—heard, mend—mended, deal—dealt*, etc. Therefore they are called **Weak Verbs**.

XIII. Defective Verbs.

There are a few verbs in English which have not got all the forms of conjugation. These are called **Defective Verbs**, and the following instances of such verbs should be carefully noted:—

Need—As an intransitive verb it means *obligation*, but is not conjugated for person:

I *need* not do this. You *need* not do this. You *need* not do this. (pl.) He *need* not do this.

But when it is transitive it means *to want* and is inflected like the ordinary verbs :

I *need* the money. Thou *needst* the money. ~~He~~ *needs* the money.

The verb has one more peculiarity : when in the intransitive it means *to be necessary*, and does not take 'to' (the sign of the infinitive) after it :

He *need* come now. We *need* not go there.

Quoth—This verb is only used in the *present* and *past* tenses, and only in the *third* person *singular*, and always *before* the nominative :

Quoth he—(Present).

Quoth he—(Past).

Ought Does not form any past or future tense. The tense of the action is regulated by the use of the infinitive after it :

'He ought to go'

implies *present* or *future* obligation.

'He ought to have gone'

implies a *past* obligation which he should have kept, but did not.

Worth—This verb is used only in the third person singular, and as a transitive verb takes only an *indirect object* after it :

Was *worth* the day when I was born, i.e., was *be* to the day (it was an unlucky day) when I was born.

Dare—This is a very important verb to learn. Notice the following peculiarities.

(1) When *intransitive*, it means *to venture*. Then it has a past tense, '*durst*.' But it is not inflected for person :

I dare or durst not do it. We dare or durst not do it. Thou dare or durst not do it. You dare or durst not do it. He dare or durst not do it. They dare or durst not do it.

(2) The sign of the infinitive is omitted after this intransitive '*dare*' in the interrogative (affirmative) and in the assertive (negative) :

Dare you say this to his face? They dare not do it again.

(3) When *transitive* the verb means *to challenge* and is regularly conjugated. It has then a past tense '*dared*' :

I dare or dared the ruffian to fight. We dare or dared the etc. Thou darest or daredst the etc. You dare or dared the etc. He dares or dared the etc. They dare or dared the etc.

(4) There is an English expression. '*I dare say*' much used in conversation, where the meaning of the verb must *not* be confused with *venturing or challenging*. It simply means '*perhaps*.' (Rowe)

XIV. The meaning of some Auxiliary verbs explained.

(a) He *can* do it—he has the *power* to do it.

(b) He *may* do it—he is *permitted* to do it or it is *possible* for him to do it.

(c) He *will* do it—denotes *simple futurity*.

(d) He *shall* do it—he is *commanded* to do it.

(e) He *must* do it—implies *compulsion*; doing is the *only alternative*.

(f) He *might* do it—He had the *liberty* to do it, or he was *permitted* to do it.

(g) He *should* do it—It is his *duty* to do it.

(h) He *would* do it, if he could—he *meant* or *wanted* to do it, if it lay within his power.

(i) He *could* do it, if he would—he had certainly the *power* to do it, but he *did not wish* to do it.

XV. Difference between the past tense and the present perfect tense.

Both the past tense and the present perfect tense denote an action that has been completed, e.g., "he went to Calcutta" (*past*), and "he has gone to Calcutta" (*present perfect*). But the difference is this: in the first sentence we do not know whether the result of the action still continues; whereas in the second sentence

it is clear that the result of the action continues, *viz.*, that he has not yet returned.

(a) He *went* to Calcutta. The action is completed : the result of the action *may* or *may not* continue.

(b) He *saw* the Tajmahal. The action is completed : the result of the action *may* or *may not* continue.

(c) He *ate* the fruit. The action is completed : the result of the action *may* or *may not* continue.

(d) He *has gone* to Calcutta. The action has been completed : the result of the action continues, he has not yet returned.

(e) He *has seen* the Tajmahal : The action has been completed : The result of the action continues : The memory of the building still persists.

(f) He *has eaten* the fruit : The action has been completed : The result of the action continues : Perhaps he now regrets his action or it may be he wants to eat the fruit again.

N. B.—One thing, however, should be noted in connection with the use of the present perfect tense. If an *adverb* or *adverbial phrase* denoting a past period of time is definitely mentioned, the tense used must be the *past* and not the *present perfect*, no matter whether the result of the action continues or not :

He *went* to Calcutta *yesterday*, but has not yet returned.

Erroneous

I *have arrived* here *yesterday*.
He *has gone* there *last evening*.
The winter *has been* severe *last year*.

Correct

I *arrived* here *yesterday*.
He *went* there *last evening*.
The winter *was* severe *last year*.

XVI. Conditions under which the past perfect tense is used.

In using the past perfect tense the student must make sure that the following conditions are satisfied :—

(1) That there are *two* separate actions giving rise to *two finite verbs*. (2) That the actions denoted by the

verbs must have been completed in the *past*, or in other words, these finite verbs must refer to *past* actions. (3) That one of the actions must have been completed *before* the completion of the other action, *i.e.*, one of the events must have happened *earlier* than the other. (4) That the *past perfect tense* must be used in referring to the action which *happened earlier*. The violation of any of these conditions means the misuse of the past perfect tense.

Examples.

The patient *had* died *before* the doctor arrived.

The train *had* started *before* the traveller reached the station.

The music stopped *after* the order *had been* issued.

My brother *had left* for Calcutta *before he could* get my letter.

XVII. The force of the verb *have* explained.

(a) **Have**—implies a *completed action*, it being the *direct* action of the doer or the agent, as in "I have sent him away."

(b) **Have**—implies a *completed action* in which the agent is *not directly* engaged, but which he has *caused* to be performed by other agencies. This is the *causative* sense of *have*, as in, "I have him sent away."

(c) **Have**—implies *possession* or a sense of ownership, as in, "I have a black horse."

(d) **Have**—implies a *completed action* connecting the *past* with the *present*, for instance, the deed has been done, but, it may be, the doer is now regretting the consequence, or is ashamed of it, or is glad of the result, as in, "I have done the deed."

Exercise.

1. Explain the various functions of the verb *Do*.
2. State and illustrate the uses of the Infinitive.

3. What are the characteristic features of *Participles*, *Gerunds* and *Verbal Nouns*? Illustrate the answer.

4. State the various senses in which *shall* and *will* are used.

5. Explain and illustrate the rules of the Sequence of Tenses in English.

6. What are the Complements? Distinguish between (a) a Subjective Complement and a Complementary Subject; (b) an Objective Complement and a Complementary Object.

7. What are Quasi-passive verbs? Give some instances.

8. Explain Strong, Weak and Defective Verbs. Quote examples.

9. Illustrate the difference between the Past Tense and the Past Perfect Tense, and state in this connexion the conditions under which the Past Perfect Tense is used.

10. Distinguish between :—

Bound and Bounden; Drunk and Drunken; Shrunk and Shrunken; Sunk and Sunken; Melted and Molten; Hewn and Hewed; Worked and Wrought.

11. Correct or justify the following :—

He said that he will go. The boys went there that they may see the sport. The horse ran so fast that the man can not keep pace with it. He shouted that he is being killed. He worked that he may get a prize. The patient died long before the doctor arrived. The man saw me after the letter was posted. The boy said that he has been beaten. The teacher explained how the earth moves round the sun. My son knew that honesty is the best policy. Was it not universally believed that the sun sets in the west? They all agreed that cats like meat. He weeps lest he should lose your good opinion.

12. Distinguish between :—

I *can* do it; I *may* do it. They had murdered him; They had him murdered. He *would* do it, if he *could*. He *could* do it, if he *would*. He found a graven image; The image was engraved with letters.

13. Parse the italicised words in the following :—

It is a *running* business; He is engaged in *running* the business; He is engaged in the *running* of the business.

CHAPTER IV

ADJECTIVES

I. The comparative degree is usually followed by 'than'; sometimes it is followed by 'of': the reason why.

Than

He is stronger *than* the rest.

He is nobler *than* all.

The rivers of America are generally longer *than* those of Europe.

Ram is taller *than* the other boys.

Or

I examined both Ram and Shyam; but Shyam was the more intelligent *of* the two. The older *of* the two boys failed. The nobler *of* the two ladies was the emperor's daughter.

From the above examples we can easily deduce the following rule :

Whenever there is general comparison between two things or two groups of things, the comparison is expressed by than, but whenever selection out of two objects of the same class is intended, of is used instead of than.

II. Peculiar features of certain adjectives.

(a) The following adjectives are not compared :—

(i) *Qualitative adjectives* such as, *circular, square, perpendicular, rectangular, chief, extreme, supreme, perfect, right, etc.*

(ii) *Cardinal and Ordinal Numeral Adjectives*, such as, *one, two, seven, eight; first, second, third, seventh, etc.*

(iii) *Pronominal Adjectives*, such as, *my, our, his, this, etc.*

(b) The following adjectives require *to* after them instead of *than* : *Superior, inferior, senior, junior, prior*. The following adjectives require neither *than* nor *to* :—*major, minor, ulterior, interior, etc.*

(c) Adjectives having a prepositional force :—*Like, unlike, high, near, next, worth*

III The two uses of adjectives

Adjectives can be used in two different ways, *Attributively* and *Predicatively*

Adjectives are used *attributively* when they qualify nouns *directly*, that is, when they are placed immediately before the nouns they qualify, so that the *adjective* and the *noun* taken together make a kind of *compound noun*, e. g., *A good boy A blind man*

Adjectives are used *predicatively* when they qualify their nouns *through* the *predicate* going before, that is, by becoming a part of the predicate. Such adjectives, in fact, are *complements* to the verb, e. g., *The man appeared wise He went mad.*

N. B.—The *attributive* and *predicative* uses should be similarly noted in the case of *adverbs* also. *Adverbs* used *attributively* qualify their verbs, being placed as close as possible before them or after them, e. g., *I am supremely happy. He talked merrily.* But when *adverbs* are *predicatively* used, they form part of the predicate of a sentence, that is, they are complements of the verbs going before them, e. g., *He will be better quickly. He is doing well this evening.*

IV. Adjective equivalents.

Adjective equivalents are words that can be substituted for *adjectives*, like adjectives they are used for limiting the application of nouns. These are :—

(1) A *noun*, e. g., a *silver* tray. (2) A *participle*, e. g., a *writing* pad. (3) An *adverb*, e. g., the *then* Headmaster, our *sometime* sister (4) A *pronoun* in

the *possessive case*, e. g., *my shoes*. (5) A *noun* in the *possessive case*, e. g., *my brother's shoes*. (6) An *adjective clause*, e. g., *the book which I took from the librarian*. (7) A *phrase* introduced by a *preposition*, e. g., *a coat of superior quality*. (8) A *participial phrase*, e. g., *a remark applying to all without exception*. (9) A *preposition*, e. g., *the up train, the down train, the above remark*.

N. B.—It should be noted that in the instances quoted in example (9), the prepositions are taken as adverbs by Nesfield, and the following constructions are made: *The up (going) train; the down (going) mail; the above (made) remark*.

V. Various uses of the adjective *whole* with or without articles.

(1) **The whole**—His luggage occupied *the whole* compartment (entire). He willed away *the whole* estate. He inherited *the whole* property (undivided; entire). But *the whole* of Bengal; *the whole* of India; *the whole* of England.

(2) **A whole**—He ate *a whole* orange (entire).

He can write *a whole* story in a week (complete).

Every boy was given *a whole* loaf of bread (undivided).

(3) **Whole** - *Whole* districts were ravaged by the pestilence (entire districts, though severally). *Whole* provinces mourned the loss of the monarch (entire provinces, though severally).

The following rule is thus deduced :—

• Before common nouns in the singular number we use the *whole*; before proper nouns we must use the *whole* of; *a whole* is also used before common nouns in the singular according to the sense of the indefinite article; but the adjective *whole* without any article can only be used before common nouns in the plural number:—the sense in all cases being an entire undivided something.

VI. Some Idiomatic Expressions explained.

Each other :—The two men abused *each other* (referring *only to two*) **One another** :—Children must learn to be loving to *one another* (referring to *more than two*).

Every other :—My fever rises *every other* day (alternate day, rises one day, remains stationary on the next, rises again on the third and so on).

Every three hours :—The mixture should be repeated *every three hours*.

NOTE. The noun following 'every' must be put in the singular number, as every day, every boy, etc. Here *three hours* form a separate unit, meaning one undivided period consisting of 180 minutes; hence 'hours' in the plural is allowed.

Many a :—*Many a* girl is dancing beneath the greenwood tree (sing. verb).

A many :—*A many* girls (*a great many girls*) are running on the lawn (plural verb).

NOTE. In *many a girl*, 'a' = 'one' and 'many' is a numeral adjective meaning *many times*, hence *many a girl* is equivalent to *many times one girl*, so the verb following is put in the singular. In '*a great many girls*,' *many* has the force of a noun of multitude, the preposition *of* is understood after it. Therefore the verb following is put in the plural.

Exercise.

1. Name some adjectives (a) that are not compared; (b) that take 'to' after them instead of *than*, though they imply comparison; (c) that require neither 'than' nor 'to' after them, though they are comparatives.

2. Explain and illustrate the two uses of adjectives.

3. What is meant by adjective-equivalents? Give examples.

4. Use the adjective *whole* in small sentences.

5. Use the following expressions in small sentences :—Each other, one another, every other, every three hours, many a, a many. State the reasons which determine your choice in each case.

6. Correct or justify :—His intelligence is superior than mine. He is more happier than me. Whole provinces mourned his loss. Every school have a debating club. The medicine should be taken every two hours. Many a boys attended schools. This is the beautifullest girl. This cup is more circular than yours. Many a men is weeping.

7. Parse the italicised expressions in the following :—My brother is not like *me* in appearance. His house is *next* mine. It is well nigh *five o'clock*. To reign is worth *ambition*. He missed the *down* mail. He made the *above* remark. He found *many* a girl dancing. A *many* girls are running on the lawn.

8. Explain—An adjective limits the application of a noun.

CHAPTER V

ARTICLES

Rules with regard to the use of **Articles**.

The rules fall under two distinct heads, *viz.*,

(A) *Where articles should be used.*

(B) *Where articles should not be used.*

A.

Where articles should be used.

(1) *An article must be placed before a Common noun in the Singular number.*

The initial vowel or the consonant decides whether *a* or *an* should be used before the Common noun in the Singular number in the case of the Indefinite article. But *Definite* or *Indefinite*, an article must be placed before such a noun, according to the requirements of the case, *e.g.*, "He saw *an* owl". "He saw *the* owl". "I bought *a* horse". "I bought *the* horse". We should never say "He saw owl" or "I bought horse".

(a) When we want to **specify** a noun in a certain way, we use the **Definite** article *the*. This is called the *particularising "the"*, *e.g.*—

He took *the* boy to task (meaning a particular boy).

I wrote *the* letter to him. (Some letter already referred to).

(b) When we *do not* want to **specify** a noun, but simply speak of it in *general terms* as referring to any object typified by the noun we use the Indefinite article, *a* or *an*, as the case may be, *e.g.*—

A horse is a quadruped (any horse). A sea is a vast body of water (any sea). An ox is a strong animal (any ox).

(2) *Before a Common noun in the Plural number the Definite article 'the' should be used only when we wish to particularise the noun.*

The following examples should be carefully noted :—

(i) I saw *elephants* (no article, because no particular elephants are meant).

(ii) I saw *the* ten elephants that had been captured ('the' Definite article, because some particular elephants are specified).

(3) *Proper, Material, and Abstract nouns are also preceded by an article, Definite or Indefinite, when these nouns are regarded as Common nouns, e.g.—*

(i) Proper Nouns.

Bankim Chandra is *the* Scott of Bengal.

Kalidas is *the* Shakespeare of India.

Navadwip is *the* Oxford of Bengal.

The boy seems to be *a* Newton.

(ii) Material Nouns.

The gold of Australia is better than *the* gold of Burma.

Bamboo is one of *the* grasses.

Meat is *a* rich food.

(iii) Abstract Nouns.

Mr. Chatterjee is *a* Justice of the Peace.

Dr. Chakrabarty is *a* Justice of the High Court.

This is *the* patriotism that is required.

(4) *When one individual of a group is made to stand for a whole class, the Definite article 'the' is placed before it, e.g.—*

The swan is a beautiful bird (all members of the swan class).

Note that this sentence may be written in three different ways with no change of meaning, e.g.—

(i) *The* swan is a beautiful bird.

(ii) *A* swan is a beautiful bird.

(iii) *Swans* are beautiful birds.

(5) *Some Proper nouns indicating geographical names of rivers, groups of islands, mountain ranges, seas, ..*

gulfs, oceans, straits and some provinces of India with descriptive names are preceded by the Definite article 'the', e. g.—

The Danube, the Maldives, the Himalayas, the Mediterranean, the Punjab, the Deccan, the Carnatic.

(6) *Proper names of books are preceded by the Definite article 'the', e. g.—*

The Mahavarata The Ramayana. The Zendavesta. The Bible, etc., provided the book is not introduced by the name of the author, e. g., Kalidas's *Sakuntala*, Shakespeare's *Macbeth*, etc.

B.

Where articles should not be used.

(1) *Articles should not be used before Common nouns used in the Plural number, e. g.—*

Cats eat mice. Horses run fast. [For an exception see para. 2 under A above].

(2) *Articles should not be placed before Proper, Material or Abstract nouns, e. g.—*

John was a bad king Cows eat grass Gentleness is a good quality. [For exceptions see paras. 3, 5 and 6 under A above]

(3) *Articles should not be placed before the names of titles and professions coming before Proper nouns, e. g.,*

Queen Elizabeth King George V, Principal Egerton Smith, General Bruce, Senator Robertson

(4) *Articles should not be placed before certain stock phrases, e. g.,*

From head to foot, from top to bottom, at sight, on demand, in hand, send word, set foot, take fire, at dinner, etc.

N. B.—The following points should be *very carefully remembered* in connexion with the use of the *Definite* article in certain cases :—

(1) *'The'* placed before a *Common noun* sometimes gives it the meaning of an *Abstract noun*, e. g.—

He forgot *the father* in the judge (i. e., he forgot the feelings of a father when he had to administer justice). He felt *the martyr* responding to the call of his country (the spirit of martyrdom).

(2) '*The*' placed before some adjectives makes them *Class nouns* in the plural number, *e. g.*—

The rich are not always happy. *The blind* receive their sight through the grace of the Lord.

(3) '*The*' placed before some adjectives gives them the sense of an Abstract noun, *e. g.*—

The sublime, the beautiful, and the terrible in nature.

(4) '*The*' placed before some adjectives makes them mean some part of a particular thing, *e. g.*—

The white of an egg ; *the thick* of the battle ; *the middle* of the way.

(5) '*The*' must be placed before an adjective in the *Comparative* degree when the *selective sense* is meant, *e. g.*—

This girl is *the fairer* of the two.

(6) '*The*' must be placed before an adjective in the *Superlative degree*, *e. g.*—

He is *the best* boy in the class.

(7) But '*the*' should *not* be used before an adjective in the *Superlative degree* :

(a) When a *Possessive pronoun* comes before the adjective, *e. g.*—

He is *my* greatest benefactor. They are *our* bitterest foes.

(b) When the adjective qualifies some noun in the nominative of address, *e. g.*—

O dearest *friend*, how I long to see you again ! O most unfortunate children, who will protect you in the absence of your father ?

Exercise.

1. State and illustrate the rules for the use of articles before nouns.

2. When are articles omitted before nouns ?

3. Correct the following :—The April is hottest month in India. It is most interesting story. This woman is fairer of the two. The elephants are huge quadruped. Province of the

Bengal is a most fertile in India Chinklich Khan was Subadar of Deccan. Horse is the noble animal I am so pressed that I have a little time to spare. Himalayas are lofty range of mountains Rich are not always happy Prisoner was punished by Judge. Cows eat the grass The Kalidas is Shakespeare of India. It is week since I saw him last.

4. Supply appropriate articles :—Attock stands on—Indus We are in—dark about—future I saw curious sight yesterday. He is—best student in—school When did—moon rise? The servant was pulled by ear. He is—child in experience Give alms to—poor She is—noted beauty. He has passed—
—Matriculation Examination He does not like—white of—egg. —Ramayana is—sacred book of Hindus. He is just—sort of fellow we like most. —gold of Australia is better than—gold of Burma Navadvipa is Oxford of Bengal. —sun has set in west He is—good writer. He killed—dogs that were barking He is—Hercules in strength He was killed in—accident. He is—Sub-Inspector of Police. His brother led him by—nose. I am very thirsty ; give me—little water He is not—fool that you take him for. He is not such—fool as you take him for.

CHAPTER VI

ADVERBS

1. Function of Adverbs.

Formerly adverbs were used to qualify *adjectives*, *verbs*, or other *adverbs*. But in modern grammar the scope of *adverbs* has been much enlarged, and it qualifies *almost* any part of speech, e.g.—

- (1) The flower is *very* beautiful (adverb, qualifying adj).
- (2) He runs *quickly* (adv., qualifying verb).
- (3) He runs *very* quickly (adv., qualifying adv).
- (4) The arrow pierced him *right* through the heart. (adv., qualifying prep)
- (5) I made the noise *simply* because he had ordered me not to do so. (adv., qualifying conj).
- (6) *Unfortunately*, the patient died before the arrival of the doctor. (adv., qualifying a whole sentence).

The general rule is that *Adverbs* do not qualify *nouns* and *pronouns*, this being the work of *adjectives*. Exceptions to the rule are explained away in various ways.

As a general rule the above principle must be observed. There are, however, a few examples in which the *Adverb* has acquired the force of an *Adjective* and for purposes of grammar is regarded as such. In the example the 'the *then* king' where the adverb comes between the definite article and the noun this remark specially holds good.

II. The two uses of Adverbs.

For the *Attributive* and *Predicative* uses of *Adverbs*, see Section III in the Chapter on *Adjectives*.

III. The adverbs *much* and *very* distinguished.

Both are simple adverbs, meaning the same thing. But they are differently used.

Much

(a) qualifies adjectives or adverbs in the *Comparative degree*; e. g.—

He is *much better* to-day than he was yesterday. A river journey is *much more* pleasant than a train journey.

(b) qualifies *Past Participles*; e. g.—

I was *much charmed* with her simplicity. The boy was *much grieved* at the sad news.

(c) is used before the *Superlative degree of Adjectives* to intensify their meaning; e. g.—

He is *much the best* worker at school. Of those two methods yours is *much the simplest*.

Very

(a) qualifies *Adjectives or Adverbs* in the *Positive degree*; e. g.—

He is a *very good* boy. He did the sum *very quickly*.

(b) qualifies *Present Participles*; e. g.—

His manners are *very charming*. The news is *very astonishing*. The story is *very interesting*.

(c) is used before *Adjectives* in the *Superlative degree* to give emphasis; e. g.—

These are the *very lowest* marks secured by any student. He is the *very best* journalist in the city.

(d) is used in the sense of *actual*, or for the sake of *emphasis*. It is then regarded as an adjective; e. g.—

This is the *very boy* who committed the mischief. The tiger sprang at that *very moment*.

(e) qualifies the adverb *much*; e. g.—

This coat is *very much* warmer than that. His voice is *very much* sweeter than mine.

N. B.—Boys generally commit mistakes in using *very* and *much*. There is particularly a tendency among students to use the adverb 'very' before the adverb 'much' violating the ordinary rule that is applicable in the case of 'much'; for instance, boys would write, "I am *very much* glad to see you" etc. But this should be

"I am *very glad* to see you," since 'much' can never be used before an adjective or an adverb in the positive degree.

Again, there is one more thing which should be carefully noted. Such expressions as *very tired*, *very pleased*, *very dejected* are found used by cultured English gentlemen and standard English writers, though they violate the ordinary rule of grammar regulating the use of 'much.'

IV. Adverbs classified according to their meaning.

An adverb modifies a verb

(1) to show *when* an event takes place ; e.g.—

He went there *yesterday* ; I go there *daily* ; he *never* tells a lie.

These are called *Adverbs of Time*.

(2) to show *where* an event takes place ; e.g.—

He looked *above* ; he went *down* ; the river flowed *below*.

These are called *Adverbs of Place*.

(3) to show *how* an event takes place ; e.g.—

He speaks *well* ; Ram does it *so* ; the work was *ill* begun.

These are called *Adverbs of Manner*.

(4) to show *how much* the action is influenced, or *how many times* it is repeated ; e.g.—

He was *greatly* delighted ; the boy is *fully* prepared ; the warmth of the sun is *exceedingly* pleasant in November ; he was *nearly* killed ; he *thrice* failed to do it, I did it only *once*.

These are called *Adverbs of Degree*.

(5) to show *why* a thing is caused or *what* an action results in ; e.g.—

Cholera is *thus* produced ; he took poison and *therefore* died an untimely death ; *hence* he seems to have been a fool.

• These are *Adverbs of Cause and Effect*.

(6) to show *agreement* or *disagreement* ; e.g.—

Do you mean to go there ? *Yes*, I do. Did you see the Headmaster ? *No*, I did not.

These are *Adverbs of Affirmation and Denial*.

Note - "The words *yes*, *yea*, *ay* and *no*, are called adverbs and seem to have got an adverbial force; but as Mr. C. P. Mason remarks, they are never used to qualify verbs, adjectives, or other adverbs, and therefore appear scarcely entitled to that appellation. He proposes to call them Interjections, but this too seems objectionable, as they are not outbursts of emotion like *Alas!* *Hurrah!* and the like. They are rather a species of relative words which express a speaker's assent or denial to a particular statement, not by repeating the statement, but by referring to it as just having been announced. Many other adverbs may be detached in the same way from the sentence that they qualify; for example, *certainly*, *surely*, *indeed*, *etc.* The adverb then stands alone by an obvious ellipsis." *Bain's Higher English Grammar*, p. 73.

V. Adverbs used as other parts of speech and other parts of speech used as Adverbs.

Adverbs can be used as :—

(i) *Nouns* ; e.g.—

I cannot say from *where* he got this. I cannot give you the *why* and the *wherefore* of my information; he is not sure since *when* his illness commenced; since *then* he has become an entirely changed man. He has passed through the *ups* and *downs* of life.

(ii) *Verbs* ; e. g.—

Down with the tyrant; *down* on your knees; *hence*, you rogue, and do not disturb me again

(iii) *Adjectives* ; e. g.—

This is the *only* way out of the difficulty. Our *sometime* teacher is now the manager of the estate; the *down* train leaves as soon as the *up* train arrives. Alfred was the *then* king of England

N.B. - The words *down*, *up* and *then* in the examples given above in (iii) are strictly speaking, not adjectives, but retain their adverbial character, the construction being thus explained—the down (going) train, the up

(going) train, the then (reigning) king, etc. But, for all practical purposes they may be treated as *adjectives*.

The following parts of speech may be used as adverbs :—

(i) *Nouns* ; e. g.—

They hurried *home* ; I will go to see him *to-morrow* ; he went away *yesterday*

(ii) *Adjectives* ; e. g.—

The boy sat *gloomy* and *morose* ; the man appeared *dead drunk* ; he drank *deep* at the fountain of knowledge ; Abou spoke *low* ; he was *all* alone.

(iii) *Prepositions* ; e. g.—

I went *round* ; look *before* ; he came *behind* ; Ram came *after*.

(iv) *Verbs* ; e. g.—

(v) *Pronouns* ; e. g.—

He was *none* the less sure that the event could not have taken place ; the man was *none* the worse for liquor in the morning.

VI. "Only" used in different positions in a sentence.

The use of the word 'only' in different positions in the following sentence affects its meaning :—

(a) *Only* he promised to look after the cattle in the morning. This means *no one else* promised ; it was he, and he alone, who promised. Here it is evidently an *adjective* qualifying a pronoun.

(b) He *only* promised to look after the cattle in the morning. Here *only* is an *adverb*, modifying the verb 'promised.' It means he was responsible for the promise, but not necessarily for the performance. He made the promise, but did not perhaps keep the promise.

(c) He promised *only* to look after the cattle in the morning. Parse *only* here as an *adverb*, modifying 'to look after'. It means his promise extended only up to looking after, and perhaps not to taking the cattle home

or to selling them in the market or to otherwise disposing of them.

(d) He promised to look after *only* the cattle in the morning. Here *only* should be parsed as an *adjective* qualifying 'cattle'. It means *only* the cattle, but neither the children *nor* the poultry came within the contract.

(e) He promised to look after the cattle *only* in the morning.

(f) He promised to look after the cattle in the morning *only*.

In both these cases the meaning remains unchanged. They mean that the man promised to do the work in the morning *only*, and not in the *noon* nor at any other time. In such cases *only* should be parsed as an *adverb* modifying the whole phrase 'in the morning'.

N. B.— But it is not the position alone that modifies the sense in the above instance; the stress or emphasis in utterance counts for much in every instance.

VII. Pronominal and Genitival Adverbs.

Some adverbs are called **Pronominal Adverbs** as they are derived from certain pronouns; *e.g.*—*There, thither, then, thence, thus* (derived from 'that' or from 'the'); *here, hither, hence* (derived from 'this' or from 'he'); *where, whither, whence, when, how* (derived from 'who').

Adverbs that are derived from possessive nouns are called **Genitival Adverbs**. The following instances should be noted:—

| | | | | |
|---------------|----------|----------|--------------------|-----------------------------|
| <i>Once</i> | of one | (time). | <i>Must needs,</i> | of need. |
| <i>Twice</i> | of two | (times). | <i>Always</i> | of all ways. |
| <i>Thrice</i> | of three | (times). | <i>Sideways</i> | of a side way, etc. etc. |

Exercise.

1. Show that modern grammar has enlarged the function of Adverbs.

2. State the two uses of Adverbs with illustrative sentences.

3. Use correctly the adverbs 'much' and 'very'.
4. Classify adverbs according to their meaning. Illustrate your answer.
5. Can you use adverbs as other parts of speech, and *vice versa*?
6. Show how the position of the word 'only' affects the meaning of a sentence.
7. Explain Pronominal and Genitival Adverbs. Give examples.
8. Parse the italicised words in the following :—The bullet struck him *right* through the head. The bird was flying *exactly* over his head. I cannot say from *where* he got this news. *Down* on your knees. The *then* king of England. Our *sometime* sister is now our queen. We hurried *home*. *All* bloodless lay the untrodden snow. *Smack* went the whip. He was *none* the worse for liquor.
9. Correct the following :—I. was very busy to listen to you. I am much happy to see you. The story is much interesting. He was very interested in the story. My father is quite better to-day. He was too pleased to see me. He is very intelligent to make such a mistake. He was very ashamed of his conduct.

CHAPTER VII

PREPOSITIONS

I. Prepositions classified.

Prepositions may be classified into :—

(1) *Simple Prepositions* ; e.g.—

At, by, in, on, which, from, etc.

(2) *Double Prepositions* ; e.g.—

Into, from beneath, from underneath, from within, etc.

(3) *Compound Prepositions* ; e.g.—

Across, between, before, amidst, throughout, without, etc.

(4) *Phrase Prepositions*, (also called Prepositional phrases) ; e.g.—

In front of, in spite of, by means of, with regard to, on account of, etc.

(5) *Participial Prepositions* ; e.g.—

During the holidays he went home. It is *past* midnight ; he has a good heart, *notwithstanding* his exterior ; he stands condemned *regarding* his utterances

(6) *Disguised Prepositions* ; e.g.—

He went *a-hunting* (-on), he saw the will-o' the wisp (-of), it is 5 o'clock (-of).

II. 'Since' and 'from' as prepositions.

Both 'since' and 'from' refer to *points of time*, and *not* to any space or *period of time*. But the following points should be carefully noted in connection with their use. 'Since' is preceded by a verb in the perfect tense but 'from' is preceded by a verb in any of the indefinite tenses, *viz.*, 'Past, Present or Future.' It is

evident that '*since*' is used only in connection with some point of *past* time, whereas '*from*' is used with reference to *past*, *present* and *future* time. The following examples will illustrate the point :—

- (a) The class *has been* dismissed *since* Saturday last. (*Perfect*)
- (b) The Bank *has stopped* payment *since* yesterday. (*Perfect*)
- (c) The charity *has been* discontinued *since* the 31st June last. (*Perfect*)
- (d) The class *was* dismissed *from* Saturday. (*Past*);
- (e) The class *is* dismissed *from* to-day. (*Present*)
- (f) The class *will be* dismissed *from* day after to-morrow. (*Future*)
- (g) He *has been* ill *since* Friday last. (*Perfect*)
- (h) He *fell* ill *from* Friday last. (*Past*)
- (i) He *will get* his wages *from* this day. (*Future*)

III. The force of the preposition '*for*'.

- (1) The train stops here *for* five minutes (*duration*).
- (2) The train started *for* Calcutta (*direction*).
- (3) He is trained *for* business (*object in view*).
- (4) He was taken *for* a thief (*mistaken identity*; he was not really so).
- (5) He is a rogue *for* all that you say (*in spite of*).
- (6) Germany was *for* war (*in favour of*).
- (7) He is exceptionally strong *for* a boy of his age (*considering*).
- (8) He gives a blow *for* a blow (*in return for*).
- (9) He reported the speech word *for* word (*exact correspondence*).
- (10) He was imprisoned *for* theft (*reason*).
- (11) He gave me good *for* evil (*in exchange of*).

IV. The force of the preposition '*from*'.

- (1) The Collector is away *from* station (*separation in space*).

- (2) The man worked *from* early morning (*commencement in time*).
- (3) This he did *from* private grudge (*motive of action*).
- (4) The Ganges flows *from* the Himalayas (*source or origin*).
- (5) Man can know right *from* wrong (*discrimination*).
- (6) He must be a fool *from* his utterances (*conclusion or inference*).

V. The meaning of the preposition 'by'.

- (1) The Jalangi flows *by* Krishnagar (*proximity in place*).
- (2) He was killed *by* an assassin (*agency*).
- (3) He was pulled *by* the ear (*instrument*).
- (4) You shall do it *by* 3 P.M. (*before the expiry of*).
- (5) He is taller than you *by* an inch (*measure*).
- (6) I swear *by* my conscience (*oath*).
- (7) They came there *by* agreement (*in accordance with*).

VI. The force of the preposition 'of'.

- (1) He died *of* Cholera (*cause*).
- (2) He comes *of* a respectable family (*origin*).
- (3) They robbed me *of* my all (*separation*).
- (4) The shoes are made *of* chrome leather (*material*).
- (5) This is a book *of* my brother's (*possession*).
- (6) I visited the city *of* Calcutta (*apposition*).
- (7) He is blind *of* an eye (*with regard to*).
- (8) The king is noted for the love *of* his subjects (*subjective force*, the king loves his subjects).
- (9) The king prefers the love *of* his subjects to everything else (*objective force*, i.e., the subjects love their king).
- (10) He gave me a book *of* fairy tales (*containing or consisting of*).

VII. The meaning of the preposition 'with'.

- (1) He was turned out *with* all his belongings
(*union in place*).
- (2) He killed his foe *with* a sword (*instrument*).
- (3) On no account should you part *with* the ring
(*separation*).
- (4) *With* all his knowledge he is but a fool (*inspite of*).
- (5) Crops begin to grow *with* the rains (*commence-
ment in time*).
- (6) The man fell in *with* my views (*agreement*).
- (7) The teacher looked around *with* annoyance
(*manner*).
- (8) What *with* illness, what *with* negligence he could
not keep pace with the class (*cause*).
- (9) The new Headmaster is not popular *with* his
boys (*with regard to*).
- (10) The Germans fought *with* the French
(*opposition*).
- (11) The English *with* the French fought against the
Russians (*combination*).

VIII The force of certain other prepositions.

- (1) He set *about* the business in right earnest.
- (2) His conduct is *above* suspicion.
- (3) He is the man *after* my heart.
- (4) *After* all that I have said he is a great scholar.
- (5) He has saved something *against* his old age.
- (6) The number of students on the rolls to-day is 235
against 200 on the corresponding date of the previous
year.
- (7) He was *at* work throughout the day.
- (8) Starvation *before* begging.
- (9) The patient is *past* human aid.

(2) I gave the book, to *him* for he was poor (Pronoun as object).

(3) I gave it to the '*poor*' (Adj. used as noun, governed as object).

(4) Since *then* he has been ill (Adv. used as noun, governed as object).

(5) The planks drifted away from *underneath her-keel* (Phrase as object).

(6) He is about *to die* (Infinitive as object).

(7) He is engaged in *doing* the work (Gerund as object).

(8) He is engaged in *the doing of* the work (Verbal noun as object).

(9) His success will depend on *how-carefully-he-works* (Noun clause as object).

XI. The object omitted after the preposition in certain circumstances.

In the following cases the object may be omitted after the Preposition :—

(i) when it is a *Relative Pronoun* in the Accusative case ; e.g.

The rights I am standing *for* must be secured (*for which*) The man you sent *for* has not turned up (*for whom*)

(ii) when it is a *Demonstrative Pronoun* in the Accusative case ; e.g.

A room to sleep in (in *it*). A bed to lie on (*on this*).

Exercise.

1. Classify Prepositions and cite examples.
2. What are the rules regarding the correct use of *since* and *from* as Prepositions ?
3. Insert *since* or *from* in the places left blank in the following :—
The 'school has been closed—Saturday last. The school

was dismissed—Saturday. The work is stopped—to-day. He will commence lectures—the 30th next. We have been married—1895. He will get his pay—to-morrow. He has had three relapses of malaria—July last. I attended class—Monday to Saturday. He has been ill—yesterday. The boy has been deaf—his birth.

4. Explain the force of the Prepositions italicized in the following :—The party started *for* Calcutta. He acted *from* sordid motives. He was killed *by* a goonda. He was led *by* the nose. I visited the city *of* Bombay. He is blind *of* one eye. He killed his enemy *with* a sword. Paddy begins to grow *with* the rains. He is *above* all meanness. He was suffocated *to* death. This is a house *after* my heart. He set *about* the work with all his heart. He worked *from* morning. I can judge right *from* wrong.

5. Distinguish between 'in' and 'into'; 'by' and 'with'; 'among' and 'between'; 'in' and 'at.'

6. Write illustrative sentences to show that a preposition governs a noun and all its equivalents. Point out the objects of the prepositions in the following sentences :—The reward he was looking for came at last. The business we set about was finished yesterday. He has got a separate room to sleep in. He gave me a chair to sit on. It is a fine bed to lie on. The rights they stood for were vindicated.

CHAPTER VIII

APPROPRIATE PREPOSITIONS

There are certain words in English followed by certain prepositions, in preference to several other prepositions, though these may have the same meaning. Such prepositions are called *Appropriate Prepositions*, because it is only such, and no other prepositions that can be used after those particular words. This section deals with such prepositions.

I.

Certain **Nouns** taking particular prepositions after them :—

Abhorrence of—He has an abhorrence *of* murder.

Ability for—His ability *for* difficult work is well known.

Ability in—I am not sure of his ability *in* doing sums.

Abstinence from—Our teacher is well known for his abstinence *from* smoking.

Abundance of—Here there is abundance *of* materials for writing history.

Access to—You can have no access *to* the meeting.

Accession to—On his accession *to* the throne he called himself Jahangir.

Accomplice with } —The constable was an accomplice
Accomplice in } *with* the thief *in* that theft.

Accordance with—He was punished in accordance *with* the law.

✓ **According to**—He was paid according *to* his merits.

Acquaintance with—I have no acquaintance *with* the new Headmaster.

Adherence to—He acted in strict adherence *to* the plan.

Admission to—He sought admission *to* the Manager (person).

Admission into—He sought admission *into* the school (place).

Advantage of—Taking advantage *of* my absence from home the servant left.

Advantage over—He gained some advantage *over* me in mathematics.

Affection for—He has no affection *for* his own children.

Alliance with—King Joseph was in alliance *with* King Ferdinand.

Allusion to—I cannot really understand your allusion *to* his past conduct.

Ambition for—He has no ambition *for* fame.

Amends for—You should make amends *for* your past cruel treatment.

Antidote to—He has found out an antidote *to* snakebite.

Antidote against—The use of copper is a great antidote *against* cholera infection.

Antipathy to—I have no antipathy *to* dogs.

Anxiety for—There is at least no anxiety *for* his safety.

Apology for—He offered an unqualified apology *for* his rudeness.

Appetite for—He had no appetite *for* food yesterday.

Application to—He has no application *to* study.

Application for—I submitted my application *for* leave.

Arrival at—His arrival *at* Navadvipa was publicly announced (a small place).

Arrival in—The arrival of the Viceroy *in* India was gazetted yesterday (a large country).

Aspiration after—He has no aspiration *after* fame.

Assurance of—He gave me assurances *of* safety.

Atonement for—He is now making atonement *for* his past misdeeds.

Attachment to—From his very childhood he had great attachment *to* learning.

Attendance on—He was asked to be in attendance *on* his master (person).

Attendance at—These are the hours of his attendance *at* the hospital (place).

Attention to—He paid great attention *to* his studies.

Authority over—The Headmaster has no authority *over* his subordinates.

Authority on—He is a great authority *on* constitutional history.

Authority for—What is your authority *for* saying this?

Aversion to—He has a strong aversion *to* falsehood.

Bar to—His idleness is a bar *to* his success.

Betrayal of—He was severely punished for his betrayal *of* the plot.

Blindness to—They condemned the father for his blindness *to* the faults of his son.

Candidate for—He was a candidate for election as a Municipal Commissioner.

Capacity for—His capacity *for* English composition is well known.

Care of—He does not take care *of* his children.

Cause of—He could not trace the cause *of* the disturbance.

Cause for—Is there any cause *for* rejoicing?

Cessation from—There was a general cessation *from* hostilities.

Charge of—He was convicted on a charge *of* theft.

Claim to—What are your claims *to* the property?

Claim on—I do not think you have any claim *on* me.

Claim against—The Judge did not entertain his claims *against* the State.

Collusion with—The murderer was in collusion *with* the servant of the deceased.

Comment on—What was his comment *on* the whole case?

Comparison with—Your conduct cannot stand comparison *with* my brother's.

Compassion for—He felt compassion *for* the poor beggar.

Compensation for—The court awarded him ample compensation *for* his losses.

Competition *with*—The two boys worked in competition *with* each other.

Competition *for*—There was a strong competition *for* the scholarship.

Complaint *against*—He lodged a complaint *against* the Post Office.

Complaint *about*—There can be no complaint *about* the quality of the food.

Compliance *with*—He did the work in compliance *with* my request.

Complicity *in*—He was punished for his complicity *in* the murder.

Condemnation *to*—His condemnation *to* death was a foregone conclusion.

Confidence *in*—We have no confidence *in* the man.

Connection *with*—He has no further connection *with* the society.

Consideration *of*—In consideration *of* his age he was pardoned.

Consideration *for*—He has no consideration *for* the feelings of other people.

Contact *with*—He never came in contact *with* villains.

Contempt *for*—The man expressed his contempt *for* authority.

Control *over*—The teacher had great control *over* his class.

Conversation *with*—He was always refined in his conversation *with* people.

Correspondence *with*—He holds regular correspondence *with* me.

Craving *for*—He has no craving *for* drink.

Delight *in*—He takes delight *in* painting.

Deliverance *from*—He thanked God for his deliverance *from* danger.

Descent *from*—He traced his descent *from* Chengiz Khan.

Desire *for*—He has no desire *for* wealth.

Disgrace to—His conduct is a disgrace *to* the community.

Dislike to—The boys showed their open dislike *to* the teacher.

Distaste for—He has great distaste *for* mathematics.

Distrust of—Aurangzeb had a great distrust *of* his generals.

Doubt of—Have you any doubt *of* success ?

Eagerness for—He has no eagerness *for* fame.

Eminence in—He rose to eminence *in* his profession.

Encroachment on—We resent this encroachment *on* our rights.

Endeavour after—He makes no endeavour *after* happiness.

Enmity with—I have no enmity *with* them.

Envy at—He showed no envy *at* my success.

Escape from—The prisoner made good his escape *from* jail.

Esteem for—The boys have great esteem *for* their teacher.

Exception to—This is an exception *to* the general rule.

Excuse for—What is your excuse *for* idleness ?

Experience of—He has no experience *of* class teaching.

Experience in—He gained some experience *in* the business of a contractor.

Exposure to—He suffered badly from exposure *to* cold.

Failure of—The failure *of* the scheme was due to his hasty action.

Failure in—His failure *in* mathematics was unexpected.

Faith in—I have no faith *in* Homœopathy.

Fine for—He had to pay a fine of Rs. 50 *for* violating the law.

Fitness for—I doubt his fitness *for* the post of Headmaster.

Fondness for—He has a great fondness *for* dogs.

Genius for—The boy had a genius *for* painting.

Genius *in*—The boy was a genius *in* painting.

Gratitude *for*—He did this out of gratitude *for* my past kindness.

Gratitude *to*—We must show gratitude *to* our teachers.

Guarantee *for*—What is his guarantee *for* his honesty?

Hatred *for*—Do you cherish any hatred *for* the man?

Hatred *of*—His hatred *of* falsehood is great.

Heir *to*—He is heir *to* vast estates.

Heir *of*—He is the heir *of* the Duke of Buckingham.

Hindrance *to*—There was no hindrance *to* his progress.

Hope *of*—He has no hope *of* success at the examination.

Implication *in*—He was punished for his implication *in* the crime.

Incentive *to*—The prospect of a prize was a great incentive *to* study.

Inclination *to*—The boy was highly praised for his inclination *to* study.

Indifference *to*—His indifference *to* work cannot be accounted for.

Indulgence *to*—Foolish parents give too much indulgence *to* their children.

Indulgence *in*—He was physically ruined for his indulgence *in* wine.

Inference *from*—He drew his own inference *from* the facts supplied.

Infliction *of, on*—He was notorious for his infliction *of* heavy punishment *on* the guilty.

Influence *over*—I have no influence *over* my younger brother.

Influence *with*—Have you any influence *with* the Magistrate?

Influence *on*—Yesterday's speech had great influence *on* his subsequent actions.

Inquiry *into*—The Inspector of Police is making inquiries *into* the case.

Insight *into*—I gained some insight *into* his character.

Instruction *in*—He was retained for giving instruction to my children *in* music.

Interest *in*—He evinced great interest *in* the subject.

Intimacy *with*—I have no intimacy *with* his father.

Invitation *to*—He received an invitation *to* a dinner.

Joy *in*—I wish you joy *in* your good luck.

Judge *of*—He is the best judge *of* the situation, for he was present there.

Key *to*—Akbar possessed the only key *to* Hindu feeling.

Leisure *for*—I have no leisure *for* amusement.

Leniency *to*—He showed great leniency *to* the guilty students.

Libel *on*—It was a malicious libel *on* me.

Libel *against*—The newspaper published a gross libel *against* his character.

Likeness *to*—The young man has a great likeness *to* his brother.

Liking *for*—He has no liking *for* mathematics.

Limit *to*—You should know that there is a limit *to* human patience.

Longing *for*—I have no longing *for* food to-day.

Malice *against*—He bears no malice *against* me.

Martyr *to*—He was a martyr *to* dyspepsia.

Martyr *for*—He was a martyr *for* his country's cause.

Match *for*—He was no match *for* me in running.

Necessity *for*—There is no necessity *for* the letter just now

Necessity *of*—What is the necessity *of* taking such a drastic measure?

Need *for*—He has no need *for* help.

Need *of*—I am in need *of* his help.

Neglect *of*—The constable was punished for neglect *of* duty.

Neglect *in*—He was punished for his neglect *in* doing mathematics.

Obedience *to*—In obedience *to* his orders I had to go there.

Objection *to*—Have you any objection *to* the proposal?

Offence *against*—This is an offence *against* the law.

Offence *at*—He took great offence *at* my words.

Opportunity *for*—There was no opportunity *for* my speaking to him.

Opposition *to*—He always acted in opposition *to* me.

Order *for*—He had no definite orders *for* shooting.

Order *against*—It was an order *against* his appointment.

Passion *for*—He has a passion *for* stamp collecting.

Perseverance *in*—His perseverance *in* studies was remarkable.

Pity *for*—He showed great pity *for* those who suffered.

Popularity *with*—His popularity *with* the boys is a well-known fact.

Precaution *against*—The Municipality took precautions *against* Cholera.

Preference *for*—He showed great preference *for* fish.

Preference *to*—He ate fish in preference *to* meat.

Prejudice *against*—He had a marked prejudice *against* the prisoner from the very beginning.

Pride *in*—He took great pride *in* his high descent.

Proficiency *in*—He was given a prize for special proficiency *in* classics.

Progress *in*—He made very little progress *in* studies.

Proof *of*—There is no proof *of* his guilt.

Pursuance *of*—His property was attached in pursuance *of* a decree of the court.

Quarrel *with*—He has no quarrel *with* me.

Quarrel *between*—There was a quarrel *between* the two brothers over the ancestral property.

Regard *for*—He has no regard *for* law.

Regard *to*—With regard *to* the proposal something must be done.

Regret *for*—He has no regret *for* his conduct.

Reliance *on*—I can place no reliance *on* his words.

Relish *for*—I have little relish *for* food.

Reply *to*—I have written to him in reply *to* his letter.

Request *for*—Have you made any request *for* the loan ?

Respect *for*—You should have respect *for* age.

Respect *of*—He is rich in respect *of* gold and silver, but poor in spirit.

Respect *to*—He has no rival with respect *to* scholarship in Greek.

Result *of*—What was the result *of* the inquiry ?

Rival *in*—He is my rival *in* class.

Rivalry *with*—There was rivalry *with* him in the business.

Search *after*—He devoted his time to a fruitless search *after* wealth ; (also search *for*).

Search *of*—He is in search *of* employment.

Share *of*—He has got a share *of* the property.

Share *with*—I have a share *with* my brother in that business.

Slave *to*—He is a slave *to* vile passion.

Slave *of*—He is not the slave *of* ambition.

Sorrow *for*—They are in great sorrow *for* the death of their faithful comrade.

Spite *against*—He bears no spite *against* me.

Stain *on*—This is a great stain *on* the national character.

Submission *to*—You should learn submission *to* discipline.

Supremacy *over*—Pratap gained supremacy *over* the neighbouring tribes

Sympathy *with*—He was in sympathy *with* the object of the society.

Sympathy *for*—I have great sympathy *for* the poor.

Taste *of*—He has a bitter taste *of* poverty (experience).

Taste *for*—Many people have no taste *for* music (liking).

Temptation *to*—He firmly resisted that temptation *to* stealing.

Title *to*—The Judge decided his title *to* the property (claim).

Traitor *to*—The man is a notorious traitor *to* his country.

Treatise *on*—He has written a learned treatise *on* Algebra.

Trespass *against*—They shall be punished for this trespass *against* the law.

Trust *in*—He put implicit trust *in* my words.

Use *for*—Have you any further use *for* the book ?

Use *of*—What is the use *of* all this fuss ?

Variance *with*—He is always at variance *with* his neighbours.

Victim *to*—The poor ryot was a victim *to* the zemindar's oppression.

Victim *of*—India is still the victim *of* many social abuses.

Want *of*—Are you in want *of* friends ?

Witness *to*—I am a witness *to* the murder.

Wonder *at*—They showed great wonder *at* his ignorance.

Zeal *for*—He committed that folly in his zeal *for* religion.

Exercise.

Illustrate the difference in the following cases :—

Accomplice with, Accomplice in ; Admission to, Admission into ; Advantage of, Advantage over ; Application to, Application for ; Arrival at, Arrival in ; Attendance at, Attendance on ; Authority over, Authority for, Authority in ; Cause of, Cause for ; Claim to, Claim on, Claim against ; Competition with, Competition for ; Consideration for, Consideration of ; Genius for, Genius in ; Heir to, Heir of ; Influence over, Influence on ; Martyr to, Martyr for ; Need of ; Offence against, Offence at ; Preference for, Preference to ; Respect for, Respect to, Respect of ; Slave to, Slave of ; Taste of, Taste for ; Use for, Use of ; Victim to, Victim of.

II.

Certain **Adjectives** are followed by certain fixed prepositions :—

Abhorrent to—Murder is abhorrent *to* his feelings.

Absorbed in—He was absorbed *in* his studies.

Accessible to—The King was always accessible *to* his subjects.

Accountable to, for—I am not accountable *to* man *for* my actions.

Accused of—He was accused *of* theft.

Accustomed to—I am not accustomed *to* this sort of language.

Acquitted of—The prisoner was acquitted *of* the charge.

Adapted to—The book was not adapted *to* his tastes.

Adapted for—His physique is adapted *for* hard work.

Addicted to—The man was addicted *to* gambling.

Adjacent to—The island of Ceylon is adjacent *to* India.

Afflicted with—Being afflicted *with* gout he placed himself under Dr. Bannerji for treatment.

Afraid of—Men are afraid *of* death.

Alarmed at—People were alarmed *at* the rumour.

Amazed at—He was amazed *at* the conduct of the boy.

Ambitious of—The writer was ambitious *of* fame.

Amenable to—The man was not amenable *to* reason.

Amused at—He was much amused *at* the joke.

Angry at—My teacher was angry *at* his conduct.

Angry with—Do not be angry *with* that boy, for he did not mean insult.

Annoyed with, for—The Headmaster was annoyed *with* the boy *for* his impertinence."

Annoyed at—His father got highly annoyed *at* his conduct.

Anxious for—I am not at all anxious *for* the reply.

Anxious about—The candidates were greatly anxious *about* the result of the examination.

Answerable to, for—I am answerable only to God for my actions.

Ashamed of—He was ashamed of his conduct.

Astonished at—I am highly astonished at what he says now.

Averse to—His brother is averse to work.

Aware of—I am aware of the plot.

Bare of—The whole country was bare of vegetation.

Bent on—He was bent on doing the damage.

Bereft of—The mother was bereft of her child.

Beset with—Akbar was beset with difficulties at his accession.

Blessed in—The father was blessed in his children, for all of them were good and obedient.

Blessed with—I would rather be blessed with health than wealth.

Blind of—The man was blind of one eye.

Blind to—It is human nature to be blind to the faults of one's own character.

Born of—Swarnamayī was born of poor parents.

Born in—Prof. Ghose was born in England. He was born in an aristocratic family.

Bound for—The ship was bound for Australia.

Bound in—I am bound in honour to keep my promise.

Bound by—He is bound by a contract to finish the work by the 31st March.

Careful of—He is very careful of expenditure.

Careful about—The teacher was most careful about the dress in which he came.

Certain of—The boy was certain of success.

Charged with—The prisoner was charged with treason.

Charged with—The pistol was charged with a bullet. The air was charged with fragrance.

Clear of—My conscience is clear of blame.

Close to—There is a garden close to my house.

Clothed *in*—He was clothed *in* the robes of a judge.

Clothed *with*—Clothed *with* shame, he could not appear before his father.

Common *to*—This lot is common *to* humanity.

Composed *of*—The book was composed *of* verses.

Concerned *at*—I was much concerned *at* the news of his illness.

Concerned *for*—Why are you so much concerned *for* his welfare ?

Concerned *in*—Many people are concerned *in* this business.

Condemned *to*—Socrates was condemned *to* death.

Conducive *to*—Early rising is conducive *to* health.

Confident *of*—He was confident *of* victory.

Congenial *to*—The climate of the country was not congenial *to* his health.

Conscious *of*—I am conscious *of* my shortcomings.

Contemporary *with*—Emperor Akbar was contemporary *with* Queen Elizabeth of England

Contented *with*—He was always contented *with* what little he had.

Contrary *to*—What he did was contrary *to* local custom.

Convicted *of*—The prisoner was convicted *of* theft.

Convinced *of*—The Judge was convinced *of* the weakness of the argument.

Covetous *of*—Do not be covetous *of* the riches of other people.

Cured *of*—He was perfectly cured *of* malaria.

Deaf *to*—The Headmaster was deaf *to* my prayers.

Deficient *in*—He is very deficient *in* mathematics.

Delighted *with*—The boy was highly delighted *with* his success.

Dependent *on*—The man is dependent *on* his brother for his support.

Deprived *of*—The student was deprived *of* his scholarship.

Deserving of—His conduct is highly deserving *of* praise.

Desirous of—Who is not desirous *of* success?

Destined for—He seems to be destined *for* the legal profession.

Destitute of—He is destitute *of* domestic comforts.

Detrimental to—The present system is detrimental *to* the growth of manhood.

Devoid of—He is devoid *of* common sense.

Different from—Your plan is different *from* mine.

Diligent in—He was diligent *in* studies.

Disappointed with—I am disappointed *with* the servant.

Disappointed of—He waited day after day, and was disappointed *of* the promised support (a thing not received).

Disappointed in—I am highly disappointed *in* the result of the meeting (a thing obtained).

Disgusted with—I am disgusted *with* the clerk.

Disgusted at—I am disgusted *at* his conduct.

Displeased with—The master was highly displeased *with* his servant.

Disqualified for—He is disqualified *for* government service.

Disqualified from—He is disqualified *from* appearing at the examination.

Doubtful of—My brother is doubtful *of* success.

Dull of—The man is perfectly dull *of* understanding.

Eager for—My brother is not at all eager *for* fame.

Eager in—He is not eager *in* the acquisition of knowledge.

Easy of—The problem is easy *of* solution.

Educated for—He was educated *for* the church.

Educated in—Goldsmith was educated *in* medicine.

Eligible for—He is not eligible *for* the post.

Employed in—In the morning he is employed *in* studies.

Empty of—His brain seems to be empty *of* all cleverness.

Endowed with—He was endowed *with* good sense.

Engaged to—The young lord is engaged *to* a rich heiress.

Engaged in—He is engaged *in* business.

Enraged at—He has reasons to be enraged *at* the insult.

Envious of—Do not be envious *of* his good fortune.

Equal to—This angle is equal *to* 90 degrees.

Essential to—Industry is essential *to* success.

Exposed to—He exposed himself *to* great risk.

Faithful to—The dog is faithful *to* its master.

False to—Unfortunately he was false *to* his friends.

Familiar with—I am not familiar *with* his mode of treatment.

Familiar to—This part of the country is familiar *to* me.

Famous for—In ancient times Nabadwip was famous *for* Sanskrit learning.

Fatal to—His indiscreet utterances were fatal *to* his prospects in service.

Fatigued with—The child was fatigued *with* walking all that way.

Fearful of—He did the work in haste, and was fearful *of* the consequences.

Fertile in—His brain was fertile *in* plans.

Fit for—He is quite fit *for* service in spite of his old age.

Fond of—Old people are always fond *of* useless talk.

Fraught with—The plan was fraught *with* danger.

Free from—He is free *from* cares and anxieties.

Fruitful of, in—The measure adopted was fruitful *of* mischief. The Middle Ages were fruitful *in* warlike deeds.

Full of—The room was full *of* noisy children.

Gifted with—He was gifted *with* a charming voice.

Glad at—He was very glad *at* the prospect of meeting his brother.

Glad *of*—I am glad *of* the help you have promised to render me.

Good *for*—Your plan is good *for* nothing. Walking is good *for* health.

• Good *at*—The boys were quite good *at* football.

Grateful *for*—You should be grateful *for* his help.

Greedy *of*—He was greedy *of* money.

Guilty *of*—The man was found guilty *of* theft.

Healed *of*—He was miraculously healed *of* the sore.

Heedless *of*—Heedless *of* my advice he persisted in his course of folly.

Held *in*—He was held *in* great veneration.

Hopeful *of*—He was quite hopeful *of* good result.

• Horrified *at*—The child was horrified *at* the sight of the giant.

Hostile *to*—His conduct was hostile *to* my success.

Hurtful *to*—This action was hurtful *to* Hindu sentiments.

Ignorant *of*—I am ignorant *of* Sanskrit.

Ill *with, of*—He lay ill *with* fever for a week. He was ill *of* fever.

Impatient *of*—My brother is impatient *of* advice.

Impatient *at*—He became impatient *at* the delay.

Impatient *for*—The invalid was naturally impatient *for* food.

Implicated *in*—Thirty persons were implicated *in* the conspiracy.

Inclined *to*—I never found him inclined *to* drowsiness.

Indebted *to, for*—I am indebted *to* Mr. Charles *for* this kindness.

• Indebted *in*—He is indebted *to* the firm *in* a large amount.

Indignant *at*—The teacher was indignant *at* the conduct of the boy.

Indignant *with*—The old man was indignant *with* his son.

Indispensable to—Diligence is indispensable *to* success.

Indulgent to—He was never indulgent *to* his children.

Indulgent in—Aurangzeb was never indulgent *in* wine.

Infected with—The whole area was infected *with* Kala-azar.

Infested with—The forest is infested *with* robbers.

Inflicted on—The punishment inflicted *on* the offender was deterrent.

Informed of—The Police was informed *of* the theft.

Innocent of—I am quite innocent *of* the charge.

Intent on—The boy was intent *on* self-culture.

Interested in—He was highly interested *in* the story.

Invested with—The Governor was invested *with* full powers.

Invested in—All his money was invested *in* Government Securities.

Involved in—He was greatly involved *in* difficulties.

Jealous of—He became jealous *of* my good fortune.

Lame of—The dog was lame *of* one leg.

Level with—The building was made level *with* the ground.

Liable to—You have made yourself liable *to* punishment.

Liable for—Am I liable *for* payment owing to his carelessness?

Liberal of—They were liberal *of* good counsel.

Limited to—The disaffection was limited *to* a small area.

Lost to—The boy was lost *to* all sense of shame.

Loyal to—He was loyal *to* his king.

Mad with—The young man was mad *with* disappointment at his repeated failure.

Made for—It seems that he was made *for* the teaching profession.

Made of—The chair is made *of* wood.

Meet *for*—The punishment was *meet for* such a hardened criminal.

Mindful *of*—He was mindful *of* his own business.

Mistaken *for*—The man was mistaken *for* a travelling Ticket Collector.

Moved *by*—He could not be moved *by* my entreaties.

Moved *at*—There was none but was moved *at* the sight

Moved *to*—He was moved *to* tears at the sight.

Moved *with*—The old man was moved *with* pity.

Natural *to*—His high position was natural *to* such a man.

Necessary *to*—Industry is necessary *to* success.

Neglectful *of*—He was quite neglectful *of* his own interests.

Negligent *of*—The officer was negligent *of* duty.

Negligent *in*—The boy was negligent *in* his studies.

Notorious *for*—The ruffian was notorious *for* his misdeeds.

Obedient *to*—He is obedient *to* his teachers.

Obliged *to, for*—I am obliged *to* my friend *for* this kindness.

Obstinate *in*—He was obstinate *in* his refusal.

Offended *with, at*—My teacher was offended *with* me *at* the remark I made.

Open *to*—His conduct is open *to* criticism.

Overcome *with*—He was quite overcome *with* emotion.

Overwhelmed *with*—He was overwhelmed *with* grief at the news.

Painful *to*—The announcement will be painful *to* his feelings.

Partial *to*—The old man was partial *to* his third son.

Peculiar *to*—This dress is peculiar *to* the Chinese.

Polite *in*—Learn to be polite *in* your manners.

Polite *to*—He is polite *to* strangers.

Poor in—Poor *in* earthly possessions, he was never poor *in* spirit.

Popular with—The teacher was popular *with* his students.

Prepared for—The true Hindu is always prepared *for* death.

Preventive of—Malandrinum is a preventive *of* small-pox.

Previous to—Previous *to* my appointment as a teacher I worked as a contractor.

Prodigal of—He was prodigal *of* his promises.

Proficient in—The boy is proficient *in* English composition.

Profuse in—The man was profuse *in* his promises.

Prone to—The boy was prone *to* idleness.

Proper for—The remark was proper *for* the occasion.

Proud of—He was never proud *of* his high birth.

Qualified for—Is the man qualified *for* teaching drawing?

Quick of—The child was quick *of* understanding.

Quick at—It takes time to be quick *at* figures.

Ready in—The boy was always ready *in* his answers.

Ready at—The clerk was ready *at* accounts.

Ready for—He held himself ready *for* the examination.

Reconciled with—They were at length reconciled *with* each other.

Reconciled to—He was reconciled *to* his lot.

Reduced to—The house was reduced *to* ashes by fire.

Regardless of—Regardless *of* my advice, he went away from this place.

Related to—I am distantly related *to* the zemindar.

Remote from—He lived at a place remote *from* the town.

Resolved into—Water is resolved *into* Hydrogen and Oxygen.

Resolved on—He is resolved *on* going there.

Respectful to—He is respectful *to* his teachers.

Responsible to, for—I am responsible only *to* God *for* my actions here.

Rich in—The province is rich *in* mineral wealth.

Sacred to—He holds it sacred *to* his wife's memory.

Sanguine of—The candidate is sanguine *of* success.

Satisfied of—The Magistrate was satisfied *of* his innocence.

Satisfied with—He was satisfied *with* his small income.

Sensible of—I am quite sensible *of* his kindness.

Insensible to—He is insensible *to* shame.

Sensitive to—The man is very sensitive *to* blame.

Shocked at—He was shocked *at* the news.

Short of—I am very short *of* funds.

Sick of—I am quite sick *of* the delay.

Similar to—Your handwriting is similar *to* Ram's.

Skilful in—He is very skilful *in* household work.

Slow of—The man is slow *of* hearing.

Slow at—The clerk is slow *at* accounts.

Slow in—Do not be slow *in* forming your resolutions.

Sorry for—He was sorry *for* the event.

Stained with—His clothes were stained *with* blood.

Startled at—He was startled *at* the sight of blood.

Subject to—Children should be subject *to* the authority of their parents.

Subordinate to—The Military Police is not subordinate *to* the Civil Police.

Subversive of—His conduct is subversive *of* all discipline.

Suitable to—His remark was not suitable *to* the occasion.

Suited to—The task was not suited *to* his capacity.

Suitable for—This book is not suitable *for* the sixth standard.

Suited for—Such a young man is not suited *for* the post of Headmaster.

Sure of—I am almost sure of winning the prize.

Suspicious of—I grew suspicious of his movements.

Temperate in—I have always been temperate in my habits.

Thankful to, for—I am thankful to you for the favours received.

Tired with—He was tired with overwork.

Tired of—I am tired of waiting.

True to—He was true to his word.

Useful for—The medicine is useful for checking malaria.

Vain of—The girl was vain of her gaudy dress.

Versed in—He was well versed in Sanskrit.

Vexed at—He was vexed at the unseemly conduct of his ward.

Vexed with, for—She was vexed with him for his undue attentions.

Weak of—The young man was weak of understanding.

Weak in—He was weak in mathematics.

Weary of—I was weary of having no work to do.

Worthy of—His resolution is worthy of his character.

N.B.—Notice particularly the adjectives admitting of two or more prepositions after them. For such a list of nouns see above under Nouns.

Exercise.

1. Name the prepositions that are appropriate after the following adjectives and make sentences with them :—

Accountable, Accused, Adapted, Amenable, Blind, Born, Bound, Clothed, Contrary, Deaf, Disappointed, Dull, Eager, Easy, Equal, Exposed, Fertile, Fond, Free, Greedy, Hopeful, Hostile, Impatient, Indebted, Indignant, Indulged, Innocent, Jealous, Liable, Moved, Negligent, Obedient, Offended, Polite, Prodigal, Profuse, Reconciled, Rich, Sensible, Insensible, Tired, Vexed, Weak.

2. Make sentences to distinguish between :—Invested with, Invested in; Made for, Made of; Engaged to, Engaged in; Glad

at, Glad of; Disqualified for, Disqualified from; Anxious for, Anxious about; Blessed in, Blessed with; Angry at, Angry with.

3. Fill up the blanks with suitable prepositions:—He is averse—studies. I must be careful—my things. Ram is negligent—his business. The old man is covetous—wealth. I did nothing contrary—rule. He has no taste—music. He has taste—difficulty. Your remark is foreign—the subject. His transfer is detrimental—his interests. He is blind—an eye. You seem to be blind—your interests. The child is fond—sweets. Diligence is essential—success. The Headmaster was deaf—my entreaties. He has no respect—age. He is respectful—his superiors. India is fertile—crops. I shall be glad—your company. He was glad—hearing the news. I am suspicious—his movements. The scheme is popular—the Moderates. The man became envious—my good-fortune. I am familiar—this part of the country. The country is familiar—me. My clerk is ready—accounts. He is always ready—his reply. The man was equal—the task. He was aware—his imperfections. The boy was sanguine—success. The patient is free—infection. He was true—his promise. They were profuse—their praise. He is devoid—ordinary courtesy. I am careless—the consequence. He is proud—his children. The prisoner is guilty—steft. The servant was weak—understanding. I am weak—mathematics. He is worthy—respect. The ship is bound—America. Early rising is conducive—health. I am weary—having nothing to do.

III.

The following **verbs** take the appropriate prepositions as shown below :—

Abide by—You are now bound to abide *by* my decision.

Abound with—The Sundarbans abound *with* tigers.

Abound in—Tigers abound *in* the Sundarbans.

Abstain from—I abstained *from* food yesterday.

Account for—I cannot account *for* his disappearance.

Accrue to—No good accrued *to* him from the grant.

Accuse of—He was accused *of* theft.

Acquit of—He was acquitted *of* the charge.

Adapt to—The book is adapted *to* modern requirements.

Adhere to—He did not adhere *to* the original plan.

Admit into—He was admitted *into* the class.

Admit to—Please admit me *to* the Manager at once.

Admit of—Your conduct admits *of* no excuse.

Agree with—He did not agree *with* me.

Agree to—He did not agree *to* my proposal.

Aim at—He aimed *at* the bird with a stone.

Allude to—He did not at all allude *to* the fact.

Answer to, for—You must answer *to* your teacher *for* your misconduct.

Appeal to, for, against—The prisoner appealed *to* the Judge *against* the sentence *for* its reduction.

Apply to, for—He has applied *to* the Headmaster *for* 3 days' leave. He applied himself diligently *to* studies.

Appoint to—My brother was appointed *to* the post.

Argue with, for, against—I argued the point *with* the District Magistrate. He argued *for* the point. He argued *against* the release of the prisoners.

Arrive at—He arrived *at* Bhola.

Arrive in—The ship arrived *in* India.

Ascribe to—Medical men ascribe his death *to* blood-poisoning.

Ask for, from, of—He asked his friend *for* a loan of three hundred rupees. He asked permission *from* me.

Aspire after—He aspires *after* fame.

Aspire to—How do you hope to aspire *to* her affections?

Associate with—He never associates *with* evil men.

Assure of—I can assure you *of* my help.

Atone for—He is now atoning *for* his sins in a former birth.

Attain to—With diligence and perseverance he attained *to* his high position.

Attend to—Attend *to* what I say.

Attend on—The servant attends *on* his master.

Avail of—He availed himself *of* the opportunity.

Avenge on—He avenged himself *on* the wrong-doer.

Avert from—The danger was averted *from* me for the time being.

Bark at—The dog was barking *at* the moon.

Bask in—The Rajputs were basking *in* the sunshine of court favour. The man was basking *in* the warmth of sunshine.

Bear with—I could no longer bear *with* his impertinence.

Beat against—The waves were vainly beating *against* the rocky coast.

Beat on—The scorching rays of the sun were beating *on* the bare head of the peasant.

Beg of or from—He begged pardon *of* me. He begged permission *from* his teacher to go home.

Beg for—The poor blind man was begging *for* alms.

Believe in—I do not believe *in* his statement.

Belong to—The property belongs *to* Ha. i Babu.

Bequeath to—The property was bequeathed *to* his nephew.

Bestow on—He bestowed this favour *on* the prisoner.

Beware of—Always beware *of* evil company.

Blame for—Why do you blame me *for* the loss?

Blush for, at—I blush *for* the man who committed the mischief. He blushed *at* his own weaknesses.

Boast of—He publicly boasted *of* his charity.

Borrow of, from—He borrowed the sum *of* or *from* the village money lender.

Brood over—Do not brood *over* past wrongs.

Burden with—He is burdened *with* a family.

Burst into—The child burst *into* tears.

Buy of—He bought the property *of* my brother.

Buy from—I bought the pen *from* the shop of Messrs. Bose and Roy.

Canvass for—He went out canvassing *for* votes.

Care for—He did not care *for* my remarks.

Catch at—The drowning man will catch *at* a straw.

Caution against—I cautioned him *against* evil company.

Cease from—The boys will never cease *from* quarrelling.

Censure for—He was censured *for* neglect of duty.

Certify to—I cannot certify *to* his honesty.

Challenge to—He challenged me *to* a duel.

Charge with—I charged him *with* forgery.

Cheat of—He was cheated *of* his dues.

Clamour for—The boys clamoured *for* a half holiday.

Clear of—He tried his best to clear himself *of* the charge.

Cling to—True friends cling *to* one another to the last moment of their lives.

Close with—As the terms are very cheap, you should at once close *with* the offer.

Combat with—He tried hard to combat *with* his difficulties.

Communicate to—The news was communicated *to* him at once.

Communicate with, on—They communicated *with* their London office *on* the subject of growing indigo.

Compare with—We compare an apple *with* an orange (similar).

Compare to—The world is compared *to* a stage (dissimilar).

Compensate for—You should compensate him *for* the loss of his umbrella.

Compete for, with—Thirty boys competed *with* one another *for* the prize.

Complain to, for, against—He complained *to* the class master *against* the boy *for* making a noise in the class.

Comply with—I can not comply *with* your request.

Concur with, in—They concurred *with* me *in* holding that Rain was in the wrong.

Condemn to, for—The man was condemned *to* death *for* murder.

Condole with—People condoled *with* the boy at the death of his father.

Conduce to—Early rising conduces *to* good health.

Confer on—The king conferred great honours *on* him.

Confer with, about—They conferred *with* the Magistrate *about* the best means of keeping the peace.

Confide in—You should confide *in* his honour.

Confide to—He confided his secrets *to* his friend.

Conform to—Students must conform *to* the rules of the institution.

Conform with—His views do not conform *with* mine.

Congratulate on—He congratulated me *on* my success.

Connive at—He connived *at* my faults.

Consent to—He consented at once *to* the proposal.

Consist of—The book consists *of* thirteen chapters.

Consist in—Moral courage consists *in* saying and doing things that are right.

Consult with, about—He consulted *with* the physician *about* the treatment of his son.

Contribute to—His writings contributed greatly *to* the richness of literature.

Converse with, on—He conversed *with* me *on* the subject.

Convert to—He was converted *to* Hinduism.

Convert into—Gold is converted *into* ornaments.

Convict of—The Magistrate convicted him *of* theft.

Convince of—The pleader convinced the Judge *of* my innocence.

Cope with—He found great difficulty in coping *with* the situation.

Correspond with, on—I must correspond *with* him *on* the subject.

Correspond to—This coat corresponds exactly *to* that size.

Count on—I can not now count *on* his help.

Count for—Your help will now count *for* nothing.

Crave for—His stomach craves *for* dainty food.

Cure of—The medicine cured me *of* malaria.

Debar from—He was debarred *from* entering Government service.

Decide on—He decided *on* going there.

Decide against—He firmly decided *against* taking hasty action.

Defend from—He should be defended *from* harm at any cost.

Delight in—He delighted *in* music.

Deliver from—He was delivered *from* prison

Demand from, of—He demanded *of* me the passport. He demanded a heavy tax *from* me

Depend on—He depended *on* me for support.

Deprive of—I can not deprive a man *of* his bread.

Desist from—He desisted *from* further attempts.

Despair of—He never despaired *of* success.

Determine on—He determined *on* bringing about his ruin.

Die of—He died *of* cholera.

Die from—He died *from* over-exposure to cold.

Die by—He died *by* suicide ; *by* hanging.

Differ with, on—My friend differed *with* me *on* the quality of the speech.

Differ from—This shoe greatly differs *from* that.

Disagree with—This food disagrees *with* my stomach.

Dispense with—The Department dispensed *with* his services.

Dispose of—He disposed *of* the property last year.

Dissuade from—He could not be dissuaded *from* going to the theatre.

Distinguish from—Distinguish a Gerund *from* a Verbal Noun (Trans.).

Distinguish between—Distinguish *between* a Gerund and a Verbal Noun (Intrans.).

Divide in—The fruit was divided *in* equal halves.

Divide into—The fruit was divided *into* five parts.

Dream ~~of~~—I dreamt *of* strange, unfamiliar things last night.

Dwell *on*—He dwelt at great length *on* the evils of early marriage.

• **Elicit *from*—**He elicited the fact *from* the witness in cross-examination.

Employ *in*—He was employed *in* road-repairing.

Encroach *on*—Why did you try to encroach *on* my authority?

Entitle *to*—This will not entitle you *to* any consideration.

Entrust *with*—I can not now entrust you *with* this business.

Entrust *to*—He entrusted the work *to* me.

Escape *from*—I do not understand how he escaped *from* prison.

Excel *in*—Abani excels *in* English composition.

Excuse *from*—He excused me *from* attendance.

Exempt *from*—I can not exempt you *from* payment.

Exult *in, over*—Never exult *in* your triumph *over* a defeated rival.

Fail *in*—He miserably failed *in* his attempts.

Fail *of*—I have never failed *of* my purpose.

Feed *on*—The cow feeds *on* grass.

Feed *with*—She fed the child *with* milk and honey.

Feel *for, in*—He always feels *for* the poor *in* their distress.

Fight *for*—He makes it a point to fight *for* the weak against the strong.

Fill *with*—He filled the trench *with* mortar.

Fly *at*—The cat flew *at* the dog with lightning speed.

Fly *into*—Do not fly *into* a rage so suddenly.

Free *of, from*—His conduct is free *from* blame. His system is now free *of* the poison of malaria.

Gain *on*—The pursuers gained *on* Pratap.

Glance *at*—He glanced *at* the floating object.

Glance over—He glanced rapidly *over* the contents of the letter.

Grasp at—He was trying to grasp *at* kingly position.

Grieve at—Do not grieve *at* the loss of your fortune.

Grieve for—I grieve not only *for* the child, but also *for* the parents.

Grumble at—You have nothing to grumble *at* the allowance granted to you.

Hanker after—He always hankered *after* fame.

Happen to—I do not know what has happened *to* him.

Heal of—He was miraculously healed *of* the disease.

Hear of—Have you ever heard *of* a story like this ?

Hide from—He never hides anything *from* me.

Hinder from—He was hindered *from* prosecuting his studies further.

Hope for—Let us always hope *for* the best

Import from, into—Every year many things are imported *into* India *from* England.

Impose on—The *Sannyasi* imposed *on* the unwary public and made a decent living.

Impress on—He very strongly impressed the point *on* the audience.

Increase in—He gradually increased *in* wisdom.

Indulge in—He never indulged *in* wine.

Infer from—It can be easily inferred *from* his words that he knows something of the case.

Inflict on—A heavy punishment was inflicted *on* the offender.

Inform of—The Police was informed *of* the matter.

Inquire into—The Sub-inspector of Police was directed to inquire *into* the case.

Inquire of, about—He inquired *of* me *about* his brother's health.

Insist on—I insist *on* his going there at once

Inspire *with*—The letter of Prithvijaj inspired Pratap *with* fresh courage.

Instil *into*—Try to instil this lesson *into* his mind.

Interfere *with, in*—He never interfered *with* me *in* my private affairs.

Introduce *to*—I was formally introduced *to* the Principal.

Introduce *into*—He was introduced *into* the *Vaishnav* community.

Intrude *on*—He expressed his regret for intruding *on* my leisure.

Intrude *into*—He was convicted for intruding *into* the house of his neighbour.

Invest *in*—He invested all his money in Post Office Cash Certificates.

Invest *with*—The king invested him *with* full authority.

Invite *to*—He invited me *to* dinner yesterday.

Issue *from*—The Ganges issues *from* the Himalayas.

Jest *at*—Do not jest *at* that blind beggar.

Join *in*—They joined *in* that game of cricket.

Keep *from*—They kept strictly *from* smoking.

Keep *to*—In the face of that cross-examination he kept strictly *to* the point.

Knock *at*—He knocked *at* every door for some help, but he failed.

Lament *for*—He lamented *for* the death of his friend.

Laugh *at*—He never laughed *at* the poor.

Lead *to*—This will surely lead him *to* ruin.

Lean *to*—I leaned *to* that opinion from the beginning of the case.

Lean *against*—The officer was leaning *against* the parapet.

Lean *on*—I have got a very weak staff to lean *on*.

Level *with*—The house was levelled *with* the ground.

Level *at*—He levelled his gun *at* me.

Listen to—He did not listen *to* my advice.

Long for, after—The prisoner longed *for* his home. The prisoners longed *after* their release.

Marry to—King Charles wished to marry his son *to* Princess Isabella.

Meddle with—I can not allow other people to meddle *with* my business.

Meditate on—The wronged man meditated *on* revenge.

Meet with—This is the first time that he meets *with* failure.

Minister to—He can not be expected to minister *to* the wants of all people.

Mourn for—They mourned *for* the dead child for years together.

Muse upon—He has ample leisure to muse *upon* the beauties of the surrounding landscape.

Object to—The third member of the committee objected *to* the proposal.

Officiate for, in—Mr. Edwards officiated *for* Mr. James *in* the post of Principal.

Originate in, with—All these cases originated *in* communal ill-feeling. The plan originated *with* Mr. Wilson.

Overwhelm with—He overwhelmed his guests *with* kindness.

Part with, from—I can not part *with* the ring presented by my friend. The two friends parted *from* each other with tears in their eyes.

Partake of—The students were asked to partake *of* light refreshment.

Penetrate into—The rays of the sun could with difficulty penetrate *into* the forest.

Perish by, with—The young man perished *by* his own sword. The shipwrecked passenger perished *with* cold.

Persevere in—He persevered *in* his studies.

Persist in—He persisted *in* saying this.

Pine for—They pined *for* their lost friend.

Play *at, upon, with*—The school-boys were playing *at* football. He can very skilfully play *upon* the *sitar*. You should not play tricks *with* your teacher.

Plot *against*—They plotted *against* the king.

Point *at, to*—My son pointed *at* the bird in the cage. All these incidents point definitely *to* some sort of settlement.

Ponder *over, on*—He pondered deeply *over* the difficulties. They pondered *on* their situation.

Pounce *on*—The eagle pounced *on* the poor lamb grazing on the field.

Pray *for*—The prisoner has prayed *for* pardon.

Prefer *to*—I prefer riding *to* walking as an exercise.

Prepare *for*—Are you preparing yourself *for* the examination?

Prepare *against*—They prepared themselves *against* the impending calamity.

Present *with*—The boys presented the retiring teacher *with* a Duofold pen.

Present *to*—A Duofold pen was presented *to* the retiring teacher.

Preside *at, over*—The Headmaster generally presides *at* all meetings of the Debating Club. A largely attended public meeting, presided *over* by the District Magistrate, was held at the Townhall.

Prevail *on*—He could not prevail *on* the Magistrate to accept the offer.

Prevail *over*—He prevailed *over* his antagonist very easily.

Prevail *with*—His opinion invariably prevails *with* the Magistrate.

Prevent *from*—He was prevented *from* going there.

Prey *upon*—A diseased mind preyed *upon* an exhausted frame.

Pride *on*—He prided himself *on* his high birth.

Prohibit *from*—He was prohibited *from* going there.

Protect *from*—You should protect him *from* harm, even at the risk of your own life.

Protest against—They strongly protested *against* the injustice.

Provoke to—Do not provoke him *to* anger.

Pry into—I never tried to pry *into* his secrets.

Punish for—The Headmaster punished him *for* obstinacy.

Qualify for—He qualified himself *for* the I. C. S.

Quarrel with, over—He quarrelled *with* his brothers *over* the ancestral property.

Rebel against—They rebelled *against* the authority of the king.

Reckon on—I can not reckon *on* his confidence.

Reconcile to—With some difficulty he reconciled himself *to* the loss.

Reconcile with—At last, he was reconciled *with* his enemy.

Recover from—He was under the treatment of the Civil Surgeon and recovered *from* malaria.

Reflect on—His result reflects great credit *on* him.

Reflect on—He reflected *on* the shortness of human life.

Refrain from—He could not refrain *from* tears at the sight.

Rejoice at—He rejoiced *at* the success of his friend.

Rejoice in—He did not rejoice *in* his own success.

Relieve from—The medicine relieved him instantly *from* pain.

Rely on—I can not rely *on* my servant.

Remind of—Just remind him *of* his promise to come.

Remonstrate with—The teacher remonstrated *with* the offending boy.

Repent of—He repented *of* his past misconduct.

Repose on (Intr.)—He reposed *on* a bed of down.

Repose in (Trans.)—I can not repose confidence *in* him.

Resolve on—He resolved *on* going there.

Rest on—He rested *on* a couch.

Rest with—It now rests *with* you to see that he behaves properly.

Result from—His death resulted *from* loss of blood.

Result in—Loss of vitality resulted *in* his death.

Revenge on, for—He revenged himself *on* his accomplice *for* treachery.

Revolt against—He revolted *against* my authority.

Rob of—The villain robbed the child *of* its ornaments.

Save from—He could not save himself *from* the wrath of his father.

Search for—I searched *for* the missing book.

Seek for—The animal was seeking *for* food.

Seek after—He always seeks *after* happiness.

Send for—It is time to send *for* the Civil Surgeon.

Shudder at—He shuddered *at* the barbarity.

Smell of—The man smells *of* liquor.

Smile at—You should not smile *at* your tutor's remarks.

Smile on—Fortune smiles *on* the brave.

Speak of—He spoke *of* his brother's illness and left *in* a hurry.

Speak on—Mr Saklatvala came to speak *on* Hindu-Moslem unity.

Stare at—You should not stare *at* a lady.

Stare in—Starvation stared him *in* the face.

Start for—He started *for* Pabna yesterday.

Stick at—A dishonest man sticks *at* nothing.

Stick to—He will stick *to* his own point.

Stoop to—I can not stoop *to* such meanness.

Submit to—They did not submit *to* authority.

Subsist on—He subsisted *on* very scanty fare.

Succeed to—Prince Amar Sinha succeeded *to* his father's throne.

Succeed in—With diligence he succeeded *in* the enterprise.

Succumb to—The man succumbed *to* his injuries in the hospital.

Supply to—The stationer supplied the articles *to* us.

Supply with—The stationer supplied us *with* the articles.

Sympathise with, in—He sympathised *with* the poor, *in* their distress.

Taste of—The water tastes *of* salt.

Testify to—I can not testify *to* the fact.

Threaten with—He was threatened *with* litigation.

Tide over—He had great difficulty in tiding *over* his losses.

Touch at—The ship touched *at* Colombo.

Touch upon—He could not help touching *upon* the subject.

Trade with, in—Europe traded *with* India *in* spices.

Trample on—He trampled *on* the poor worm.

Treat of—This book treats *of* Hindu law.

Trespass on—You should not have trespassed *on* my valuable time.

Trespass into—He was punished for trespassing *into* his neighbour's house.

Trespass against—By so doing he has trespassed *against* the law of the land.

Triumph over—At last he triumphed *over* all obstacles.

Trust in—He trusted *in* God.

Trust to (Intrans.)—He trusted *to* the honesty of his servant.

Trust with (Trans.)—How can I trust the man *with* my secrets?

Vie with—One city vied *with* another in accordg a reception to the Prince.

Vote for, against—He voted *for* the bill. He voted *against* the resolution.

Warn of—He warned me *of* the coming danger.

Warn *against*—I warn you, *against* repeating the offence.

Wrestle *with*—He wrestled *with* his adversary.

Yield *to*—It is not in his nature to *yield to* agitation.

Exercise.

1. Make sentences to distinguish between :—

Abound in, Abound with ; Agree with, Agree to ; Answer to, Answer for ; Attend to, Attend on ; Beg of, Beg from ; Blush at, Blush for ; Compare with, Compare to ; Compete for, Compete with ; Consist of, Consist in ; Confide in, Confide to ; Correspond with, Correspond to ; Differ with, Differ from ; Entrust with, Entrust to ; Invest in, Invest with ; Part with, Part from ; Perish by, Perish with ; Present with, Present to ; Prevail over, Prevail with, Prevail on ; Result from, Result in ; Succeed to, Succeed in.

2. Fill up the blanks with suitable prepositions :—

He must abide—the decision of the magistrate. His enemies accused him—complicity—the crime, but the magistrate acquitted him—the charge. His words admit—no other interpretation. I appeal—you—the sentence—its reduction. He may aspire—her wealth, but not—her affections. He has atoned—his past misdeeds. He bequeathed his property—his nephew—a will. He boasted—his attainments, and brooded—the insult. We communicated the news—him after communicating—the head office—the subject. Though I do not agree—you—all matters, I agree—the present proposal. I must conform—the rules—the school. The father died—cholera, the elder brother died—the effects of a wound and the younger brother died—his own hands. The Judge is convinced—my innocence. He delighted—music though he dispaired—success—mathematics. They failed—their attempts to pass the bill, which will fail—its purpose. One city vied—another—according a reception—the Prince We sympathise—the family—their bereavement. A dishonest man will stick—

nothing, though he will stick—his own point. We shudder—the crime perpetrated—the villain, and think—handing him over—the Police. He was reconciled—his friend after having reconciled himself—the loss sustained—him. Though he prided himself—his high birth, yet he did not take pride—wounding the feelings—others.

3. Correct the following, where necessary :—

He was prevented to say this. I was hindered to go there. He persisted to call me bad names. They insisted to go there. The teacher prohibited me to use filthy language. He is confident to pass. I thought to do the work. He discouraged me to write in that style. He had no excuse to be idle. They debarred him to sit for the examination. This picture resembles to that. I applied the Headmaster for leave. He assisted me to find out a job. Are you aware what is going to happen? He absented at the playground. He betook to stealing. I solely depended to his help. He readily complied to my request. The ship touched Gibraltar. He was punished for trespassing against his neighbour's house. Have I trespassed into the law of the land? He abstained to take meals. The magistrate ordered for the arrest of the culprit. The prize was competed by five boys. Atheists do not believe the existence of God.

CHAPTER IX

GROUP VERBS

This chapter deals with the idiomatic uses of certain verbs with particular prepositions or adverbs after them. Such compound verbs (in combination with the words that follow them) may be called **Group Verbs** or **Verbs going in pairs**.

(1) Bear.

The ministerial party in council is strong enough to *bear down* all opposition. The English Ship *Victory bore down upon* the French Ship *Rédoubtable*. The statements of the witness do not *bear out* the truth of the charge. He had sufficient courage to *bear up* under difficulties. Your arguments directly *bear upon* the point. No man can *bear with* such insolence.

(2) Break.

Thieves *broke into* the house. He could not *break* himself of the habit of smoking. He never *broke through* the restraints of society. How will you *break* the news to him? Jarring notes are *breaking upon* my ears. The marriage proposal has definitely *broken off*. They *broke open* the chest and plundered the treasure.

(3) Bring.

Nothing could *bring about* a reconciliation between the boys. The cow *brings forth* one calf at a time. Over-eating *brings on* indigestion. He has *brought out* a second edition of the book. I cannot *bring* them over to my opinion. My treatment *brought* him round in a

week. He is sure to *bring up* the children well. The fire was quickly *brought under* by the men of the Fire Brigade.

(4) Call.

I *called on* him yesterday (visited him at his house). He *called to me* (shouted). Your conduct *calls for* punishment (requires). I *called at* his place on the due date. At last they have *called in* a doctor. The teacher *called over* the names. He was *called upon* to appear before the judge in person.

(5) Carry.

He was *carried away* by emotion. Cholera *carried off* one-third of the population. The King of Lanka *carried off* Sita. They are suspected of *carrying on* an intrigue. The business was *carried on* under proper management. The balance was *carried over* to the next page. The boy has *carried out* the orders of his teacher. In spite of all difficulties they *carried* the business *through*.

(6) Come.

I never *came across* such a gentleman. This sort of dress has *come into* fashion lately. How did you *come by* the watch? What will *come of* such cruel treatment? The interest has *come to* 500 rupees. The patient *came round* within a short time. He told me how all this *came about*. The examination *came off* in due course.

(7) Deal.

He *deals* very honestly *by* his customers. The shop-keeper *deals in* sugar. He has to *deal with* a lot of persons in course of his business. My book *deals with* politics. He *dealt out* justice with great impartiality.

(8) Draw.

There was nothing for the army but to *draw off* in perfect order. The date of the examination is *drawing on*. He has *drawn largely upon* his imagination. He has been *drawing recklessly upon* the bank. The Rana's brother was at last *drawn over* to the side of Akbar. The pleader *drew up* the deed of gift. The boyscouts were *drawn up* in a line.

(9) Fall.

The poor fellow *fell among* thieves and robbers. Robbers *fell upon* him yesterday. I *fell in with* a tiger on the way. The Rajputs *fell on* the Moguls and inflicted a crushing defeat. Once I *fell into* that mistake. He has lately *fallen under* the displeasure of his master. The two brothers *fell out* over the ancestral property. His teeth *fell off*. When the dishes were served they *fell to* eating voraciously. The marriage negotiations *fell through*.

(10) Get.

It is not difficult to *get at* the truth, now. With my treatment he *got over* his recent illness. I can not *get on with* such a partner. He tried hard to *get out of* the clutches of the money lender. At length he *got to* his destination. The boy is *getting on* well with his studies. He has a lot of work to *get through*. The offender has *got off* scot-free.

(11) Give.

He *gave away* all his savings in charity. He will never *give in*, when a principle is concerned. Do not *give out* the secret. They are *given to* drinking. I did not *give up* the idea.

(12) **Go.**

What name did he *go by*? He has *gone through* the book in a hurry. The lamp has *gone out*. My brother is *going in for* the Cambridge Local this year. The market is *going up* by leaps and bounds. The market has considerably *gone down*. He had ample time to *go over* the pages of the book.

(13) **Hold.**

He *held forth* his grievances in a petition. He knows how to *hold in* his temper. At last the rain *held off* and he went away. A big city *holds out* many temptations. The payment has been *held over*, pending final sanction. He *held to* his promise with great tenacity.

(14) **Keep.**

Do not *keep away* from class without permission. He *kept down* his temper under grave provocations. The child *kept on* crying. He likes to *keep to* old customs. An umbrella *keeps out* the sun. There is nothing better than exercise to *keep up* good health.

(15) **Labour.**

He has been *labouring under* a sad misapprehension. It is his nature to *labour for* the good of the public. He always *labours in* a good cause. He has been *labouring at* equations for the last two months.

(16) **Live.**

He can not *live within* his means. The boy is used to *live on* a paltry allowance. He *lives by* honest labour. He has never *lived for* fame. Tigers *live on* flesh. He has *lived out* the ordinary run of life. It is hard to *live up to* his ideal.

(17) **Look.**

He *looks after* my interests. He *looked at* the moon. Never *look down upon* the poor. The Headmaster has *carefully looked into* the case. I have *been looking for* the lost book. He *looked over* the written answers. The auditor *carefully looked through* the accounts. I *looked out of* the window. The candidates are *looking forward to* a notification by the University. The teacher *looks upon* his pupils as his own children. The people in their distress *looked to* God for help. *Look up* the word in the dictionary.

(18) **Make.**

My boat *made straight for* the shore. Honesty *makes for* peace of the mind. The chair is *made of* wood. I can not *make any sense of* what you say. The thief *made away with* the purse. I tried to *make out* the meaning of his words. I *made him over* to the police. He has *made up* his deficiencies.

(19) **Pass.**

He *passes for* a clever man. How can I *pass over* his impertinence? Yesterday I *passed by* his house. The bill was *passed for* payment. He has *passed into* the silence of the grave. He was not allowed to *pass from* religion *into* politics.

(20) **Proceed.**

I will *proceed against* you according to law. He *proceeded slowly from* one point *to* another. As soon as the president arrived, they *proceeded to* business. After a short interruption they again *proceeded with* the business.

(21) **Provide.**

He has amply *provided* for his children. We should all *provide against* a rainy day. He *provided* himself *with* a revolver.

(22) **Pull.**

The rider could not *pull in* the horse. The boy *pulled off* all the grey hairs on my head. It is hard to *pull on* well *with* my master. The strikers *pulled out* passengers from the tram cars. By God's grace he is *pulling through* his long illness. I *pulled* him *up* when he was going beyond the point. The children *pulled at* the coat of the good preacher.

(23) **Put.**

We should *put by* something for our old age. He *put down* the load. They *put forth* all their strength. He *put in* a word incidentally. He could not *put up with* the insult. When in Calcutta I *put up* with my friend. They tried their best to *put out* the fire. He was *put off* from day to day. He has *put on* warm clothes.

(24) **Run.**

He never *runs after* the fashion of the day. The cat *ran at* the bird. He was *running into* debt. He has *run through* his fortune. The poor man was *run over* by a motor car. He *ran away* as fast as his legs could carry him. He was much *run down*. The lease *ran out* in December last. The young man has *run out* his inheritance.

(25) **Set.**

He immediately *set about* the business. I set him *down for* a rogue. The grounds were fully *set forth*.

Winter has *set in* rather early this year. The necklace was *set with* diamonds. He *set up* a grocer's shop. The man *set off* at a rapid pace. He *set out* for the town early in the morning. He was *set on* by robbers on the way.

(26) Take

The son *takes after* the father. He was *taken for* a jogi. He has *taken to* stealing. They *took up* the matter in right earnest. He has *taken upon* himself the task. The teacher *took down* the names. He could not *take in* the meaning of what I said. I was *taken up with* the reading of letters. He was *taken in* by the prepossessing beauty of the girl.

(27) Throw

He never *throws away* an opportunity. His suggestions, though they are important, have always been *thrown by*. The imperial dynasty was at last *thrown down* by Chandragupta. It was *thrown in* only as a suggestion. The patient began to *throw off* mucus. He *threw himself on* my charity. The Council has at last been *thrown open* to women. He never *threw out* an unkind remark. He has *thrown over* his friend. Earthworks were hastily *thrown up* by the enemy.

(28) Turn

He does not know how to *turn poetry into* simple prose. In his distress he *turned to* me for help. The whole case now *turns upon* the evidence of the Sub-inspector. Boys should *turn up* punctually at 5 P. M. He has *turned off* a lot of work in one hour. He has *turned over* a new leaf.

(29) Wait

He *waited on* his master. The servant *waits at* table. I asked him to *wait for* me.

(30) Work

He slowly *worked into* the affections of the lady. His encouraging words *worked upon* the mind of the boy. He has *worked out* all the sums. The excitement of the mob was *worked up* to the highest pitch. His appeals did not *work with* the people.

Exercise

1. Replace the following phrases in italics by single verbs :—
 He *looks down upon* the poor. They *look upon* him as a great scholar. The players *turned up* punctually at 5 p. m. He has *worked out* all the problems. I *took upon myself* the task. The reasons were clearly *set forth*. He immediately *set about* the business. He *set out* at a rapid pace. I cannot *put up with* the insult. He has *run through* his fortune. I tried to *make out* the meaning of his words. *Look up* the word in the dictionary. He has *gone through* the book in a hurry. The culprit has *got off* scot-free. The brothers *fell out* over the ancestral property. Robbers *fell upon* him last night. The army *drew off* in perfect order. He told me how all this *came about*. His conduct *calls for* exemplary punishment.

2. Substitute the single verbs in the following by suitable group-verbs :—The meeting was *postponed*. He is *incurring* debts. He has *deserted* his friend. The men were *dismissed*. He could not *understand* the meaning of the remark. I have *examined* the paper. I have no friend to *support* me. Do not *reveal* your secrets. He *detailed* his grievances in the petition. My treatment has *cured* him in a week. They *started* at 3 p. m. We *viewed* the scenery from a distance. Overwork will *affect* his health. He has *surmounted* his difficulties. He knows how to *restrain* his temper. The son *resembles* his father. He *donned* his coat. He *doffed* his hat. The showers at last *ceased*.

CHAPTER X

CONJUNCTIONS

Definition and scope.

The chief work of a **conjunction** (*con*—together, and *junctum*—to join) is to join sentences, clauses and words, *e.g.* He is poor, *but* he is honest; nothing stood between you *and* me; his food consisted of rice *and* curry.

NOTE : (i) Conjunctions mainly join sentences together. It is not that they do not join single words at all; but even when they appear to join words in certain cases, they really join sentences, *e.g.* 'Ram *and* Shyam talked', which is equivalent to 'Ram talked' *and* 'Shyam talked.' There are, however, certain clear cases where conjunctions join words, *e.g.* *Three and three* makes six. It will be absurd to think of splitting up the sentence into "Three makes six" and "Three makes six." Similarly, we cannot break up the sentence, "He kept body *and* soul together" into "He kept 'body together" and 'He kept soul together." In such cases the word-joining function of conjunctions is apparent.

(ii) It should always be borne in mind that a preposition joins *nouns* or their equivalents, but a conjunction connects sentences, *e.g.* in the sentences, "The letter is *in* the box" the preposition *in* joins the nouns *letter* and *box* in a certain relation; but in the sentence "Ram *and* Hari went," the conjunction *and* joins "Ram went" and "Hari went."

II. • Classification,

Conjunctions are either *Co-ordinate* or *Subordinate*.

Conjunctions that join sentences which are *of equal place* or *rank*, that is, which can be separated from each other without any harm being done to the *sense* of the

sentences are called *co-ordinate*, e.g., 'The moon arose *and* the darkness disappeared.' Even without connecting the two parts of the sentence we can speak of the appearance of the moon and the disappearance of the darkness, and no loss of meaning will ensue. Therefore *and* is a *Co-ordinate Conjunction*.

A *Subordinate Conjunction*, on the other hand, joins a *subordinate or dependent* sentence to an independent sentence; that is, the part of the sentence which is introduced by a *Subordinate Conjunction* can not be separated from the independent part without loss of sense. The dependent part will never give a complete meaning, e.g. The moon arose *when* it was 8 P. M. Here *when* is a *subordinate* conjunction, and the part "when it was 8 P. M." will not give a complete meaning if it is separated from the rest of the sentence. The case is similar with the sentence "You are sure to fail *unless* you work hard"

NOTE—For fuller details refer to Chapter I, Sentences, Part II.

III Sub-classification.

1. *Co-ordinate Conjunctions* are further classified into,

- (a) *Cumulative or Correlative*, e.g. and, also, both, now, as well as, well etc. They simply denote addition.
- (b) *Adversative or Disjunctive*. These, again, are subdivided, according to their meaning, into *Exclusive* (else, or, not-but etc.); *Alternative* (neither-nor, either-or etc); *Arrestive* (only, but, still etc.) They imply opposition.
- (c) *Illative* (showing inference or consequence), e.g., therefore, hence, wherefore, for etc.

2. *Subordinate Conjunctions* are further grouped into sections implying

- (a) *Reason*—For, because, since etc.

- (b) *Condition*—Unless, if, otherwise etc.
- (c) *Time*—Before, after, ere, while, until, as, when etc.
- (d) *Purpose*—That, so-as, lest, in order that etc.
- (e) *Comparison*—Than, as-as, so-as.
- (f) *Place*—Where, whence etc.
- (g) *Though*, although etc.

IV. Compound or Phrase Conjunctions.

Certain phrases, instead of single words, are used to join sentences and words like conjunctions. These may be called *Phrase conjunctions*, e.g., *as though, as well as, in order that, as if, seeing that, but then, provided that, not only-but*, etc. They are also known as *Conjunctive Phrases*.

V. Parsing of Conjunctions.

Conjunctions are not inflected like other parts of speech. Therefore, to parse conjunctions we have simply to say whether they are subordinate or co-ordinate and to point out the words or sentences they join together.

VI. Some important Conjunctions and Phrase Conjunctions. Their uses.

As well as: This phrase is used (1) in joining one word or sentence to another word or sentence. When two members are thus joined, the phrase gives great emphasis to the first, e.g., *Ram as well as his brother is dishonest*. Here it should be clearly understood that *as well as* is not simply a substitute for the word *and*, but emphasises the fact of Ram's dishonesty, that of his brother being incidentally mentioned. The next point to be noted in connexion with this phrase is the use of the *verb*. Should it agree with only the first member which it joins with the second, or should it agree with both the members? The view is now almost

established that 'as well as' is not a synonym for 'and'; so, in the instance 'Ram *as well as* his brother is dishonest' the verb is in the singular, for the construction is 'Ram is dishonest *as well as* his brother is dishonest.'

(2) The phrase is sometimes used to imply comparison, *e.g.*, 'He discharged his duties *as well as* his brother,' where it is equivalent to 'He discharged his duties *as well* (thoroughly) as his brother discharged them (thoroughly). The phrase here simply indicates equality in the degree of thoroughness.

Unless—should not be mixed up with *if*; *unless* means *if not*. 'You will not be promoted, *unless* you work hard'—the meaning is quite clear. But as soon as we say 'you will not be promoted, *if* you work hard' the sentence becomes sheer nonsense. We must say 'you will not be promoted, *if you do not* work hard'.

Not only—but ; Not only—but also ;—In joining two words or sentences together, these phrase conjunctions give emphasis to the *second* unlike the foregoing phrase which gives emphasis to the first, *e.g.* "*Not only* his teachers, *but* his parents find fault with him". "The speaker was *not only* hissed and hooted down, *but also* roughly handled at the meeting".

As—When used as a conjunction it has the following different meanings :—

(a) *Cause*—You may go out now, *as* the sky is clear.

(b) *Though*—Weak *as* he is, he is more than a match for you.

(c) *While, at the time when*—He whistled *as* he went.

(d) *In the way in which*—He failed *as* his brother did.

(e) *Extent*—Your brother is not so foolish *as* you are.

Lest—In modern English the verb used after this conjunction is always formed by "should", whatever

may be the tense of the verb in the Principal Clause, *e. g.* He *will see* the Headmaster, *lest* he *should* offend him. He *saw* the Headmaster, *lest* he *should* offend him. He *sees* the Headmaster, *lest* he *should* offend him.

Or—This conjunction is used in different senses, *e. g.* (a) Either Rām *or* his brother is to blame. The sense is here *exclusive*, *i.e.* if Rām is to blame, his brother *is not*, and if his brother is to blame, Rām *is not*.

(b) Slates *or* slate pencils have now gone out of use. Here “*or*” is almost an equivalent of “*and*”; the sense is therefore, *inclusive*.

(c) Enteric *or* typhoid fever was the cause of his death. The fever which caused his death is known by both the names,—*or* therefore indicates a *Synonym*.

(d) Speak, *or* you die. The consequence of your not speaking will be your death,—hence *or* is a substitute for *otherwise*.

But The following uses of *but* as a conjunction are rather important :—

(a) As a *co-ordinate* conjunction (adversative) *e. g.* He is poor, *but* honest.

(b) As a *Subordinate* conjunction, *e. g.* He never speaks *but* he roars and thunders. This means that he never speaks *except that* he roars, that is, whenever he speaks he roars.

(c) As a *Subordinate* conjunction with the Pronoun *who* or *which* understood, the construction being equal to *who + not* or *which + not*, *e. g.* ‘There was none *but* pitied the man’, that is, there was none *who did not* pity the man.

If—As a *Subordinate* conjunction to mean

(a) *Whether*—I asked my teacher *if* I might go.

(b) *On condition that*—*If* you go there to-day, you will get a rupee.

(c) *Supposing that*—If he is innocent, he must say so to clear up suspicion.

(d) *Admitting that*—If he is poor he is honest, to say the least.

Though—Has two functions as a conjunction, e. g.

(a) Though he *speaks* ill of me, yet will I say that he is straightforward. In this case the verb *speaks* is in the Subjunctive Mood and does not express a fact; he *may* or *may not* speak ill of me. Here 'though' indicates some doubt on the part of the speaker.

(b) Though the liar *has told* the truth this time, no one will trust him. In this sentence the verb is in the Indicative Mood, and shows that the liar has actually told the truth. Here 'though' indicates the assertion of a fact.

Nevertheless, all the same, at the same time—
are all *Co-ordinate* conjunctive phrases. They mean almost the same thing, e. g.

He is a deserving candidate; *nevertheless* we can not help him now.

He is not a deserving candidate; we help him *all the same*.

He is a deserving candidate; *at the same time* we can not help him now.

Exercise

1. Discuss the scope of conjunctions
2. Name some subordinate conjunctions. Why are they so called?
3. Name some co-ordinate conjunctions. Why are they so called?
4. Subdivide Subordinate and Co-ordinate conjunctions, according to their meaning.
5. Pick out the conjunctions in the following sentences and say whether they are Subordinate or Co-ordinate :—
You can take your meals, while I wait. He found no one

but sympathised with him. I asked him if I might come in. I do not know whether he will go. He or his younger brother is sure to come. Though he is intelligent he does not study hard. He shook as he stood before his master. Take care lest you should stumble. He is not painstaking as his brother. He worked hard that he might win a prize. He will nevertheless succeed. You will fail unless you work hard. He is lazy and dishonest too. Run away; else you will be arrested. He was obstinate, and therefore he was punished. He was discontented, however rich he was. He likes you no less than me. Let me tell you how I did this. He failed many times; still he persevered. I asked you to go away, whereas you are still waiting here.

6 Insert appropriate conjunctions in the places left blank in the following :—

He was insulted—by you—by your brother. He is quite as much humiliated—you are.—we fail in this business, there is nothing else to fall back upon.—the man is poor he must be helped.—he is weak he can yet walk a mile. Your fever may relapse—you take proper care.—the master—his servant knows something of the matter. He is—poor,—he is honest. You must tell the whole story;—you may be punished. He is a strict—a kind teacher. You should go home now;—it is time for breakfast. No sooner had he retired— an M.A. was appointed.

CHAPTER XI

INTERJECTIONS

I. Nature and Meaning.

Strictly speaking *Interjections* do not form a separate Part of Speech in Grammar. They are merely some words interjected or *thrown into* the sentence to express some feeling of the heart. They can not be parsed for they have no grammatical relation with the other parts of the sentence. *Interjections* are only exclamations uttered to express some emotions, and are not reckoned as parts of speech, though they are in the sentence.

II. Kinds.

Thus there may be various *kinds* of interjections corresponding to the various *emotions*, e.g.,

Hush ! Hark ! &c.—to invite *attention*.

Alas ! Alack ! Oh ! &c.—to express *grief* and suffering.

Capital ! Bravo ! Bravo ! &c.—to denote *approval*.

Hullo ! Holloo ! Ho ! &c.—to *call* somebody.

Pooh ! Pish ! Tush ! &c.—to express *ridicule*.

Fie ! Fie ! Fudge ! &c.—to express *disapproval*.

Hurrah ! Huzzah ! &c.—to express *joy*.

What ! lo ! &c.—to denote *surprise*.

III. Group Interjections or Interjectional Phrases.

In certain cases *phrases* or *groups of words* are used as *Interjections* ; e. g.—(a) *Good Heavens ! By God ! By Jove !*—to denote *surprise* ; (b) *Woe is me ! Ah me ! O dear me ! Alack a day ! Woe worth the day !*—to denote *grief*, *disappointment*, *pain* or *sorrow*. (c) *Good-*

bye ! Adieu ! Farewell !—to denote *good wish*. (d)
Well done !—to express *approval* or *applause*.

Note.— Sometimes certain **parts of speech** expressing strong feeling may be used in the sense of *Interjections*, e.g.,

1. *Noun*—*Fool ! Dunce !*
2. *Adverb*—*Down with the tyrant !*
3. *Pronoun*—*What a miserable sight !*
4. *Verb*—*To say that he can do such a thing !*
Would that I had his eloquence !

Exercise

1. Are Interjections parts of speech ? If not, say why not.
2. Name some Interjections, and say what they denote.
3. Make small sentences with *Alas ! Hush ! Hark ! Lo !*
4. Correct the use of the Interjections in the following :—
 - (a) *Bravo !* I am undone.
 - (b) *Alas !* He has done the right thing.
 - (c) *Capital ! Capital !* do not be so cruel.
 - (d) Three cheers for the President ! *Hush ! Hush ! Hush !*
 - (e) *Tush !* friend, we meet after an age.
 - (f) *Fie ! Fie !* you should be rewarded.
 - (g) *Ah me !* friend, till we meet again.

CHAPTER XII

PARSING

I. Examples of :—

Nominative Absolute—The *general* being slain, the army withdrew.

Retained Object—He was given a *knife* by his brother.

Adverbial Objective—He lived *sixty years*. It has cost me ten *rupees*. The wall is five *feet* high.

Dative of Interest—He saddled *me* the horse. The Negro ate *me* a whole joint of bacon (to my surprise). 'Heat *me* these irons hot.'

Possessive of Interest—*Our* hero Govinda was now ten years old.

Participial Preposition—*Pending* fresh orders, he is posted at Krishnagar.

Complex Object—My going there depends on *whether-he-will-come-or-not*.

Complex Subject—*Whether-he-will-prove-a-good-teacher* has yet to be seen.

Subjective Complement—He appears *to be a wise man*.

Objective Complement—His words made the whole lass *laugh*.

Impersonal Verb—*It* thinks Ram will gain the prize.

Double Possessive—He is a friend of *mine*

Vocative Case—How do I long to see you, my friend!

Reflective Objective—He over-reached *himself*.

Pronominal 'the'—He was pulled by *the* ear. 'He was struck on *the* head.

Case in Apposition—Philip, *father* of Alexander, had no ambition.

Fastitive Verb—His words *made* me laugh.

Historic Present—Asoke now *ascends* (then ascended) the throne of Magadh and *brings* (brought) his children from Ujjaini to Pataliputra.

Note—This is also called the *Graphic Present*.

Instrumental 'the'—*The* more you learn, *the* more you enjoy.

Qualifying Infinitive—He went there *to see* his brother.

Note—This is called the *Gerundial Infinitive*.

Defective Verb—"Let me live", *quoth* the man.

Absolute Imperative—A large number of men, *say* 300, worked there.

Exclamatory Pronoun—*What* obstinacy! *What* folly!

Absolute Infinitive—I am, *to tell* you the truth, quite tired of this affair.

Disguised Preposition—It is 5 o'clock; rice sells at ten seers *a* rupee.

Continuative Relative—We encouraged the boy, *which* (and this) greatly offended the old man.

Quasi-passive Verb—The bed *feels* hard. A rose *smells* sweet.

Appositional 'of'—The city *of* Calcutta. The name *of* Cæsar.

Abstract for the 'Concrete'—This Gallic wit "makes even *mediocrity* agreeable" (mediocre men)—*Maupassant*.

II. Certain important grammatical forms used in Parsing explained.

(a) Nominative Absolute ; (b) Cognate Object ; (c) Dative of Interest ; (d) Possessive of Interest ; (e) Facitative Object , (f) Historic Present ; (g) Impersonal Verb ; (h) Reflexive Verb ; (i) Defective Verb , (j) Quasi-passive Verb , (k) Retained Object.

(a) When a noun or a pronoun is joined to a participle, without being connected with any finite verb in the sentence, that noun or pronoun is said to be in the **Nominative Absolute** , e.g., The *sun* having set, we returned home. It corresponds to the Sans. *मावे सप्तमो* ।

(b) Some intransitive verbs in English take objects after them as transitive verbs do, but these objects are akin to the verbs in meaning and form or simply in meaning. These objects are called **Cognate Objects**, because the verb and the object are derived from the same root, or are otherwise connected (Co, equal and *gnatum*, birth, i.e., of equal birth), e.g., He *dreamt* a good *dream* I *slept* a sound *sleep*. They *fought* a good *fight*. They *wept* hot and scalding *tears*.

(c) Sometimes a transitive verb, usually taking a direct object, may take an indirect object after it. Such *indirect objects* are said to be in the **Dative or Objective of Interest**, the idea being that some person is 'interested' in the action of the verb , e.g., The Jew ate *me* a whole leg of bacon (I was interested in the action of the Jew , I was greatly surprised)

(d) **Possessive of Interest** :—The Possessive Case of some personal pronouns, usually in the first and second persons, is used to denote the interest of the speaker in a certain thing. This is called the *Possessive of Interest* , e.g., *Our* hero Govinda was now only five years old (i.e., the child in whom the readers of the book are interested). *Your* Bannerjees and Mazumdars are not wanted in these days.

(e). There are certain Intransitive verbs meaning

appointing, electing, etc., which take two objects, after them, one signifying a *person*, and the other referring to the *office* held by that person, *e.g.*, People made him *king*. The Committee appointed him *Headmaster*. The rate-payers elected him a *Commissioner*. In all these cases the objects signifying *the office* are called **Factitive objects**. It should be borne in mind that the question of Direct and Indirect objects does not arise here ; they are different from **Factitive objects**.

(f) Sometimes the present tense is used to describe past events in order to produce vividness of impression. This use of the present tense is called the **Historic** or **Graphic Present** ; *e.g.*, Babar now *enters* the plains of India, *marches* rapidly with his troops and *meets* Ibrahim Lodi at Panipat.

(g) **Impersonal** (sometimes called *uni-personal*) verbs are those which are used in one person only. They are generally used in the *third* person ; *e.g.*, *Mc-thinks* there will be a light shower in the evening. *Me-thinks*—(it) *thinks* (appears) to me. Similarly, *me-seems* ; it *rains*, it *snows* ; it *hails*, etc. It should be borne in mind in this connection that such verbs take only “it” for their subject and when transitive, they are followed by some *Personal* pronoun in the Objective case ; *e.g.*, *It behoves* me to obey the order (*i.e.*, I should obey it).

(h) **Reflexive** (from *Re*—back and *flecto* to turn) verbs (sometimes written *Reflective*) are those where the action denoted by the verb bends or turns back upon the doers themselves. This means that the doers are doing something to themselves. The verbs are transitive and must have *Reflexive pronouns* as objects ; *e.g.*, He *killed* himself ; they *seated* themselves ; the force will soon *spend* itself.

(i) **Defective Verbs** ?—Certain verbs in English are naturally wanting in certain forms of conjugation, that is, they are not used in all moods, tenses or persons. These are called *Defective verbs* and may be either

Principal or Auxiliary, Transitive or Intransitive ; e.g., Shall, ought, must, quoth, wit, beware, etc.

(j) **Quasi-Passive Verbs** are those which are passive in sense but active in form ; e.g., Sugar *tastes* sweet ; the flower *smells* sweet ; the bed *feels* hard ; the speech *sounds* well.

(k) **Retained Object** :—Some transitive verbs take two objects after them in the *Active* voice. When it is required that the *Active* voice should be changed into the *Passive*, one of the objects becomes the subject and the other is *retained* or *held back* as the object. The object which is thus *retained* is called the *Retained Object* ; e. g.—

Active Voice—Two Objects.

Passive Voice—Ret. Obj.

(a) I gave *him* a *knife*.

1. A knife was given *him* by me.

2. He was given a *knife* by me.

(b) He asked *me* a *question*.

1. I was asked a *question* by him.

2. A question was asked *me* by him.

(c) He forgave *me* my *fault*.

1. I was forgiven my *fault* by him.

2. My fault was forgiven *me* by him.

(d) My mother told *me* a *story*.

1. I was told a *story* by my mother.

2. A story was told *me* by my mother.

III. Examples of full Parsing—

Nouns :—

(1) This wall is ten *feet* high.

(2) He is past *hope* of recovery.

(3) He did his *best*.

- (4) Act like a *man*.
- (5) He proved a *curse* to society.
- (6) He works day and *night*.
- (7) The king was a wise *ruler*.
- (8) Nelson died a glorious *death*.
- (9) The *jury* were divided in their opinion.
- (10) The *jury* was unanimous in its opinion.
- (11) The Committee appointed him *Headmaster*.
- (12) The *sun* having set, we left that place.
- (13) He gave *Hem* a *knife*.
- (14) He was elected *Chairman* of the Municipality.
- (15) Haricharan, his younger *brother*, got the *prize*.
- (16) He does not care a *farthing* for my opinion.
- (17) Rice sells at 5 seers a *rupee*.
- (18) I am not bound to give you the *whys* and *wherefores* of my doings.
- (19) *Ram*, *Shyam* and *Hari*'s books were stolen.
- (20) He is wise, considering his *age*.
- (21) How do I long to see you, my *friend*.
- (22) She was the *beauty* of the age.
- (23) They went *side* by *side*.
- (24) He forgot the *father* in the *judge*.
- (25) The *water* of the Nogun well was poisoned.
- (26) He wept copious *tears*.
- (27) The *heroism* of the boy is commendable.
- (28) Kalidas is the *Shakespeare* of India.
- (29) He is taller than his *brother*.
- (30) He dreamt a strange *dream*.

(1) *Feet*—Common noun, plural number, third person, neuter gender, *adverbial object* denoting measure.

(2) *Hope*—Abstract noun, used as common, singular number, third person, neuter gender, objective case governed by the participial preposition *past*.

(3) *Best*—Adjective treated as a noun, singular number, neuter gender, third person, informal cognate object, connected with the cognate noun *doing* understood.

(4) *Man*—Common noun, singular number, masculine gender, objective case governed by the adjective *like* which has the force of a preposition.

(5) *Curse*—Common noun, singular number, third person, neuter gender, complementary subject to the intransitive verb *proved* which means *became*.

(6) *Night*—Common noun, singular number, third person, neuter gender, adverbial object of *time*.

(7) *Ruler*—Common noun, singular number, third person, masculine gender, complementary subject to the intransitive verb *was*.

(8) *Death*—Abstract noun, used as common, singular number, third person, neuter gender, formal cognate object after the intransitive cognate verb *died*.

(9) *Jury*—Noun of multitude, plural number, third person, common gender, nominative case to the intransitive verb *were divided*.

Jury—Collective noun, singular number, third person, common gender, nominative case to the intransitive verb *was*.

(10) *Headmaster*—Common noun, singular number, third person, masculine gender, complementary object to the transitive verb *appointed*.

(11) *Sun*—Common noun, singular number, third person, masculine gender, *Nominative Absolute*, joined to the participle *having set*.

(12) *Hem*—Proper noun, singular number, third person, masculine gender, *indirect object* after the transitive verb *gave*.

(13) *Knife*—Common noun, singular number, third person, neuter gender, *direct object* after the transitive verb *gave*.

(14) *Chairman*—Common noun, singular number, third person, masculine gender, subjective, complement to the transitive verb *was elected* in the *passive voice*.

(15) *Brother*—Common noun, singular number, third person, masculine gender, case in apposition with *Haricharan*.

(16) *Farthing*—Common noun, singular number, third person, neuter gender, adverbial object denoting measure.

(17) *Rupce*—Common noun, singular number, third person, neuter gender, objective case governed by the word *a* which is a contracted form of the preposition *on*.

(18) *Whys, wherefores*—Adverbs, treated as nouns, common, singular number, third person, neuter gender, direct objects after the transitive verb *give*.

(19) *Ram, Shyam*—Proper nouns, both being in the possessive case, the rule being that if the same noun is possessed by more than one possessor, the sign of possession ('s) is attached to the last possessor *instead* of being repeated in every case.

(20) *Age*—Noun, abstract, singular number, third person, neuter gender, objective case after the participial preposition *considering*.

(21) *Friend*—Noun, common, singular number, third person, common gender, case of address.

(22) *Beauty*—Noun, *abstract for concrete* (meaning a beautiful woman), subjective complement to the intransitive verb *was*.

(23) *Side*—Noun, common, singular number, third person, nominative absolute, the construction being *side being by side*, or objective case after the preposition 'by' understood before it, the construction being *by side by side*.

Side—Noun etc. as in the above case, objective case after the preposition *by*.

(24) *Father, judge*—Noun, in both cases *concrete for the abstract* (meaning the qualities of the father and of the judge); 'father' objective case after the transitive verb *forgot* and 'judge' objective case governed by the preposition *in*.

(25) *Water*—Material noun treated as common (indicating a certain species of water), singular number, third person, neuter gender, nominative case to the verb *was poisoned*.

(26) *Tears*—Common noun, plural number, third person, neuter gender, informal cognate object after the intransitive verb *wept*.

(27) *Heroism*—Abstract noun treated as common, singular number, third person, neuter gender, nominative case to the verb *is*.

(28) *Shakespeare*—Proper noun treated as common (meaning a poet like Shakespeare), singular number, third person, masculine gender, subjective complement to the intransitive verb *is*.

(29) *Brother*—Common noun, singular number, third person, masculine gender, objective case after the word *than* which is treated as a preposition here.

(30) *Dream*—Common noun, singular number, third person, neuter gender, formal *cognate object* after the cognate verb *dreamt*.

Pronouns : —

(1) Ah *me* ! the news has given me a death-blow.

Me—Personal pronoun, singular number, first person, either masculine or feminine, *objective of exclamation*.

(2) I could never think that he¹ would fail *me*² at the last moment.

Me—Personal pronoun, singular number, first person, of unknown gender in the *dative case*.

(3) The Jew ~~ate~~ *me* a whole leg of bacon.

Me—Personal pronoun, singular number, first person, gender unknown, *dative of interest* (meaning *to my surprise*).

(4) *They* say that India will get self-government this year.

They—Personal pronoun, plural number, third person, either masculine or feminine used *indefinitely* (meaning 'all people'), nominative case to the verb *say*.

(5) He was sent to rough *it* out on the sea.

He had to fight *it* out with his opponent.

Man is born to lord *it* over the earth.

In all these instances the pronoun *it* is of the *impersonal use*, objective case after the intransitive verbs used transitively.

(6) His reply is such *as* I expected.

As=*which*, Relative pronoun, having for its antecedent *reply*, objective case governed by the transitive verb *expected*.

(7) Mr. Smith, *as* everybody knows, is a perfect gentleman.

As=*which*, Relative pronoun, having for its antecedent the *fact* of his being a perfect gentleman, objective case, governed by the transitive verb *knows*.

(8) Friends, if I have any *such*, should help me now.

Such—Pronoun, demonstrative pronoun, points to the noun *friends*, objective case after the transitive verb *have*.

(9) He *himself* did the deed. He is killing *himself* slowly.

In both these instances the word 'himself' is a *reflexive* pronoun but in the former case it has been used for the sake of *emphasis*, agreeing in case with 'he' and in the latter case it is the proper *reflexive* objective case governed by the transitive verb *killing*.

(10) *One* must be true to *one's* word.

One—Indefinite pronoun, singular number, unknown gender, nominative case to the verb *must be*.

Note that in this sentence the word *one* (which has been derived from Latin Fr. 'on' = *homine* = *homo*—man) is followed by *one* and neither by *his* nor by *her*, because it is difficult to ascertain the gender

(11) *What* is your name ?

What—Interrogative pronoun, singular number, third person, neuter gender, nominative case to the verb *is*.

(12) He gave me *what* I never asked for.

What—A compound relative pronoun—'that and which', *that*—Objective case governed by the transitive verb *gave* and *which* Objective case governed by the transitive verb *asked for*.

(13) *What* arrogance is this !

What—an *exclamatory pronoun* treated like an adjective, qualifying *arrogance*.

(14) *What* an arrogant man he is !

What—An *exclamatory pronoun* treated as an adverb, modifying the adjective *arrogant*

(15) I never told him *that*.

That—A definite *demonstrative* pronoun direct object of *told*, having for its antecedent *a part of the conversation omitted*.

(16) *That* (i) is the thing *that* (ii) I want.

(i) A definite *demonstrative* pronoun in the nominative case to the verb 'is' pointing to 'thing.'

(ii) A *relative* pronoun, relating to its antecedent 'thing'.

(17) There was none *but* condemned the speech.

The sentence means, there was none *who* did *not* condemn the speech. It is a subordinate conjunction with a pronoun understood after it. It may also be

parsed as a relative pronoun = *that* + not, with a negative implication.

Adjectives :—

(1) The *Gangetic* plain was flooded.

Gangetic—A *proper* adjective qualifying *plain*.

(2) He could not eat *much* bread.

Much—A *quantitative* adjective, qualifying *bread*.

(3) He drank *no* water.

No—A *quantitative* adjective qualifying *water*.

(4) I saw *one* cow.

One—A *definite cardinal numeral* adjective, qualifying *cow*.

(5) I saw the *first* cow.

First—A *definite ordinal numeral* adjective, qualifying *cow*.

(6) It was a *threefold* pleasure to me to go there.

Threefold—A *definite multiplicative numeral* adjective qualifying *pleasure*.

(7) *Few* men are happy.

Few—An *indefinite cardinal numeral* adjective, qualifying *men*.

(8) Some *fifty* boys went to the meeting.

Fifty—Though ordinarily a *definite cardinal* numeral adjective, here it is used as an *indefinite numeral* adjective, the word 'some' being placed before it.

(9) *That* book is very difficult.

Yonder tree is noted for sweet mangoes.

That, *yonder* are both *definite demonstrative* adjectives, qualifying *book* and *tree* respectively.

(10) *Certain* boys disturb me every morning.

Certain—An *indefinite demonstrative* adjective, qualifying *boys*.

(11) The thirty boys had *each* a book.

Each—A *distributive* adjective qualifying *boy* understood.

(12) *Every* boy had a book.

Every—A *distributive* adjective qualifying *boy*.

(13) You can take *either* course.

Either—A *distributive* adjective qualifying *course*.

(14) He took *neither* course.

Neither—A *distributive* adjective qualifying *course*.

(15) The river ran *purple*.

Purple—Adjective of quality, subjective complement to the intransitive verb *ran*.

(16) The suggestion appears *wise*.

Wise—Adjective of quality, subjective complement to the verb *appears*.

(17) I lost a *gold* ring.

Gold—Noun used as an adjective, qualifying *ring*.

(18) He lost his *bathing* towel.

Bathing—*Gerund* substitute for an adjective, qualifying *towel*.

(19) He boarded a *running* train.

Running—A participle with adjectival function, qualifying *train*.

(20) I have no money *to spare*.

To spare—A verb in the *infinitive* mood, substitute for an adjective, qualifying *money*.

(21) He has arrived at the age *of discretion*.

Of discretion—A phrase used as an adjective, qualifying *age*.

(22) This is the contract *that has been made*.

That has been made—A clause, being a substitute for an adjective, qualifying *contract*.

(23) Her *woman's* heart melted at the sight.

Woman's—A noun in the possessive case doing the work of an adjective, qualifying *heart*. It means 'befitting a woman.'

(24) He is the *very* best poet of the age.

Very—An adjective *real* or *actual*, qualifying the whole expression *best poet*. The *actual best poet*. It is not an adverb.

(25) *Only* he went there.

Only—Adjective qualifying pronoun *he*.

(26) The day *before* being cloudy, I did not go out.

Before—An *adverb*, used as an *adjective*, qualifying *day*.

IX. Miscellaneous Examples of Parsing:—

(1) The house is *building*.

Building—An irregular verb of strong conjugation, *quasi passive* form, - being built.

(2) The house is *to let*.

To let—Gerundial Infinitive, *quasi-passive* form used predicatively as subjective complement to the intransitive verb *is*.

(3) *To rise* early in the morning is healthy.

To rise—Simple or Noun Infinitive, 'subject to *is healthy*.'

(4) He seems *to be wise*.

To be wise—Infinitive, subjective complement to the intransitive verb *seems*.

(5) He is quick *to hear*.

To hear—Gerundial Infinitive of condition, used adverbially, modifying *quick*.

(6) I am, *to tell* you the truth, quite tired of this job.

To tell—Gerundial Infinitive, used *absolutely* to introduce a parenthesis.

(7) Stupid man *to imagine* that he could ever act in that way.

To imagine—Simple Infinitive, used *absolutely* in a form of exclamation.

(8) He is about *to succeed*.

To succeed—Simple Infinitive, *objective* case after the preposition *about*.

(9) He came *to witness* the sport.

To witness—Gerundial Infinitive, used *adverbially* to modify *came*.

(10) He gave me a bed *to sleep in*.

To sleep in—Gerundial Infinitive used *adjectivally* to qualify the noun *bed*.

(11) Long *live* Their Majesties.

Live—Verb, weak, intrans., third person, plural, act. voice, subjunctive mood, optative use—*may live*, agreeing with its subject *Their Majesties*.

(12) I wish he *were* as honest as he is intelligent.

Were—Verb, strong, intrans., third person, plural in form because in the subjunctive mood, agreeing with its subject *he*.

N. B.—The plural form is used with the singular nominative to distinguish it from the *indicative* mood.

(13) *Speak* or you die.

Speak—Verb, strong, trans., second person, singular or plural, agreeing with its nominative *you* understood, in the imperative mood expressing a command.

(14) *Speak* and you die.

Speak—As in (13) except that here the imperative mood expresses a supposition.

(15) I saw a *faded* flower.

Faded—Past participle used as an adjective to qualify the noun *flower*.

(16) It was a *running* stream.

Running—Present participle used as an adjective to qualify the noun *stream*.

• (17) It is no use remembering the *past*.

Past—Past participle used as a noun in the objective case after the transitive verb *remembering*.

(18) *Turning* to the left, you will find the entrance.

Turning—Present participle of condition, of the nature of a verbal adjective, referring to the pronoun *you*.

(19) It has been raining *since* Thursday last.

Since—Preposition, governing the noun 'Thursday' in the obj. case.

(20) The judge believed the witness, *since* he was speaking the bare truth.

• *Since*—Conjunction, joining the two parts "The judge ... witness" and "he..... ..truth."

(21) The class was dismissed a week *since*.

Since—Adverb modifying *was dismissed*.

(22) None *but* Ram could do the sum.

But—Preposition = *except*, governing *Ram* in the objective case.

(23) He went there *but* came away at the sight.

But—Conjunction, joining "he..... there" and "camesight."

(24) You had better go there and decide for yourself.

Go—Inf. mood, the sign of the inf. being omitted after the phrase *had better*.

(25) He did nothing but *copy* the answer.

Copy—Inf. mood, simple inf., obj. case after the preposition *but*.

(26) *There* is no one *there*.

The first *there* is simply introductory; the second *there* is an adverb of place, modifying *is*.

Exercise

1. What is meant by Parsing ?
2. Explain and illustrate the following grammatical expressions :—Nominative Absolute ; Cognate Object ; Dative Object ; Retained Object ; Possessive of Interest ; Quasi-passive Verb ; Graphic Present ; Reflexive Verb.
3. Parse the italicised expressions in the following :—The river is ten *feet* deep. He died a glorious *death*. He was appointed *chairman*. Milk *sells* at three seers a *rupee*. He wept copious *tears*. Bankimchandra is the *Scott* of Bengal. There was none *but* wept for him. The river ran *purple*. He went *to see* the sport. *To rise* early is healthy. The house is *to let*. The house is *building*. He has a *walking* stick. The groom is *walking* the horse. He *ran* a thorn into his finger. He had better *do* this now. I saw him three weeks *since*. I could not go out, *since* it was raining. He has been suffering from fever *since* Friday last. He did nothing *but* laugh. Saddle *me* the horse. He seems *to be a fool*. The *day before* being cloudy, I could not go. This is the *very* book I *want*. *What* is your name ? *What* *man* is so foolish as to do *that* ?
4. Comment grammatically on the following expressions :—
(a) It is a *singing* bird. (b) The bird is *singing*. (c) The bird is trained in *singing* a song. (d) The bird is trained in the *singing* of a song.

PART II

CHAPTER I

SENTENCES

I. The Component parts of a Sentence. The meaning of Analysis, and its difference from Parsing.

• There are two *component* parts or elements of a sentence, *viz.*, the **Subject** (about which something is stated) and the **Predicate** (what is stated about the subject). It should be remembered, however, that the Subject and the Predicate may either consist of a single word or may include adjuncts. The Subject and the Predicate are the essential parts of a sentence, that is, without these no sentence can be formed ; but the adjuncts are not essential parts, that is, the sentence may exist even without these, *e.g.*,

| Subject | Predicate |
|--------------------------|---|
| I | go. |
| He | does it. |
| My brother | runs. |
| Ram a younger brother of | |
| Shyam | has promised to go there |
| The knife that I lost | was only a pen knife. |
| He | worked hard that he might get a prize. |

It is the function of **analysis** to cut off or decompose the various elements of a sentence, showing the grammatical relation of one part of the sentence to another part. But **parsing** shows the relation of a single word in a sentence with the rest of the structure.

II. Kinds of Sentences in English.

A. *According to the sense* conveyed by the speaker or the writer, there are five different kinds of sentences :—

(1) **Assertive** sentences simply make an assertion, affirmation or negation, that is, they *simply affirm or deny something* :

e.g.—(a) I went there ; (b) I did not go there.

(2) **Imperative** sentences contain some *command or prohibition* :

e.g.—(a) Rely on your own strength ; (b) Do not look to your friend for help.

(3) **Interrogative** sentences are used in *asking questions* :

e.g.—(a) Did you go there yesterday ? (b) Did you not do this ?

(4) **Optative** sentences *express some wish* :

e.g.—God save the king.

(5) **Exclamatory** sentences express some *strong feeling of the mind* :

e.g.—How do I long to go back to my native land !

B. *According to grammatical structure* there are three kinds of sentences :—

(1) A **Simple** sentence implies *only one completed action*, and has therefore only one finite verb :

e.g.—The dog barks ; the boy cried.

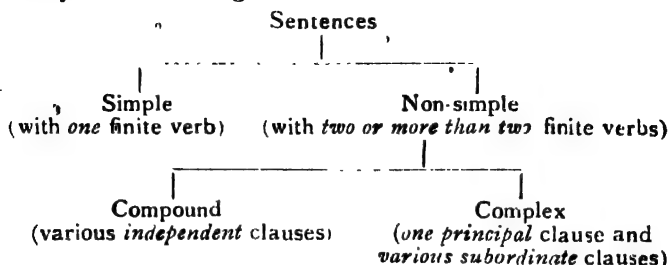
(2) A **Compound** sentence consists of *two or more independent clauses* and therefore must contain two or more finite verbs :

e.g.—The clouds dispersed and the sun appeared in the sky.

(3) A **Complex** sentence is made up of a *Principal clause with one or more dependent clauses*. It is evident that the sentence must contain two or more finite verbs :

e.g.—We did not know that he would go away so soon.

N. B.—In this connection the student should do well to study the following chart :—



A warning, however, is necessary with regard to *contracted* sentences.

The following are examples of **Contracted Compound sentences**, though they seem to violate the ordinary rule, there being only one subject in each sentence :—

- (a) The sun appeared in the sky and began to shine.
The sun appeared in the sky and (the sun) began to shine.
- (b) He is poor but truthful.
He is poor but (he is) truthful.

But the following sentences are really simple, though there are two subjects apparently :—

- (a) He and I are co-workers.
- (b) Bread and butter is my chief food
- (c) Typhoid or enteric fever was the cause of his death.

III. Difference between a Phrase and a Clause. How far these influence the nature of a sentence.

A **Phrase** is a combination of words *having some meaning*, but it has *neither a subject nor a finite verb* :
e. g.—from top to bottom ; at all events ; bag and baggage, etc. .

A **Clause** is also a combination of words *having some sense*, but the *sense is not complete*. It has a *subject and a predicate*. It is something like a small sentence which is a part of a bigger sentence :

e. g.—I saw Ram *when he was going to school*. The boy *who was crying* was my brother.

There are *three* kinds of clauses, *e.g.*—

- (a) The *Noun Clause* which does the work of a noun with regard to some word in some other clause ; as,

Let me ask him *why he is willing to go*.

- (b) The *Adjective Clause* which qualifies some noun or pronoun in some other clause ; as,

All *that glitters* is not gold

- (c) The *Adverb Clause* which modifies some verb, adverb or adjective in some other clause ; as,

He is sure to do this *if he be allowed*.

From the above examples it will be clear that a Clause affects the nature of a sentence. A **Co-ordinate Clause**, not being dependent on any other Clause, forms a *complete grammatical whole* by itself ; but a **Subordinate Clause** is a *component part of some other Clause*, and affects the character of the sentence. A simple sentence when enlarged by a Subordinate Clause, becomes complex :

e.g., I saw Ram—*Simple*.

I saw Ram *when he was going to school*—*Complex*.

Similarly, a complex sentence when deprived of its subordinate clauses, becomes simple, *e.g.*—

Ram became weak, as he suffered terribly from malaria.—*Complex*.

Ram became weak, having suffered terribly from malaria.—*Simple*

IV. A Co-ordinate Clause and a Subordinate Clause distinguished.

'Co-ordinate' means of the *same or equal* rank. 'Subordinate' means of a *dependent* rank. Hence a *co-ordinate* clause is a part of the sentence which is of an equal rank with another part of the sentence ; or in other words, a *co-ordinate* clause does not depend for the completion of its sense on any other part of the sentence. It is an *entire grammatical whole* by itself.

A *subordinate clause*, on the other hand, *depends* for the completion of its sense on the *principal clause*. It is not independent, that is, it cannot independently express a complete meaning. A co-ordinate clause is connected with the rest of the sentence by a co-ordinate conjunction while a subordinate clause must have a subordinate conjunction to connect it with the principal clause

Examples

| <i>Co ordinate clause</i> | <i>Co-ordinate Conjunction</i> | <i>Co-ordinate clause</i> |
|-----------------------------|--------------------------------|--------------------------------|
| (1) The moon arose | and | the darkness disappeared |
| (2) He was invited | or | he would not go |
| (3) He can write well | but | he cannot speak. |
| (4) He is lazy | therefore | he did not get the post. |
| * <i>Principal clause.</i> | <i>Sub-Conj.</i> | <i>Subordinate clause.</i> |
| (1) The moon arose | when | it was 8 P. M |
| (2) You shall fail | unless | you work hard. |
| (3) He was invited | as | he was a friend of the family. |
| (4) He can write well | since | he is accustomed to it. |
| (5) He cannot get the prize | if | he is lazy. |

Exercise

1. Name and describe the component parts of a sentence.
2. Distinguish between Analysis and Parsing.
3. Classify sentences according to (a) the sense conveyed and (b) grammatical structure. Cite examples.
4. Distinguish between a Phrase and a Clause.
5. How to know a subordinate clause from a co-ordinate clause?
6. Explain and illustrate—
(a) A Noun clause, (b) An Adjective clause and (c) An Adverb clause.
7. Point out the *Subject* and the *Predicate* in each of the following sentences :—
1. Ram cries. 2. My younger brother Hari can walk five miles at a stretch. 3. To be or not to be is the question.

4. There was plenty of meat at dinner. 5. Has the work commenced ? 6. Three and three make six. 7. Rahim who was the elder brother of Abdul did the mischief. 8. To rise early in the morning conduces to health. 9. That he will secure a prize is certain. 10. Reading makes a perfect man.

8. Pick out the *phrases* and the *clauses* in the following sentences and state the nature of the clauses :—

(a) That he is an honest man is admitted on all hands. (b) He does not know when Ram will come. (c) A constable, dressed in plain clothes, was posted in front of the house in which the man lived. (d) They decided that the man should be dismissed. (e) A child that is burnt dreads the fire. (f) This is a thing which occurs daily in the life of a man. (g) However much you try, you shall fail. (h) The servant cannot say when his master will return. (i) In my boyhood I liked the books which described adventures. (j) As soon as he arrives, you will please write to me. (k) He cannot be easily approached because he is so rude. (l) The sun having gone down, we returned to the village which we had left in the morning.

CHAPTER II

ANALYSIS OF SENTENCES

I. How to introduce the clauses.

(a) A *noun clause* may be introduced respectively by *when, where, how, and why*, e.g.

He told me *when he would go*. I do not know *where I can get this medicine*. He asked me *how he could do this work*. He enquired *why I was loitering*.

(b) An *adjective clause* may be introduced respectively by *when, where, how, and why*, e.g.

This is the time *when I should depart*. This is the spot *where the murder was committed*. He knows the way *how he should work out an equation*. I cannot tell you the reason *why I am anxious to go*.

(c) An *adverbial clause* may be introduced respectively by *when, where, that, and if*, e.g.

He left *when it was close on 3 p. m.* He has gone *where there is nothing to disturb him*. He is working hard *that he may get a prize*. He will succeed *if he works hard*.

II. The relative 'who' can introduce a noun clause, an adjective clause, an adverbial clause and a co-ordinate clause.

(1) He asked me *who committed the mischief* (to introduce a noun clause).

(2) I want the man *who can sing well the thirteenth Psalm* (to introduce an adjective clause).

(3) Boys were sent, *who should intercede with the angry teacher* (*that they should intercede with, etc.*). This introduces an adverbial clause.

(4) I entreated my friend, *who forgave me willingly* (*and he forgave me, etc.*) This introduces a co-ordinate clause.

N. B.—It should, however, be clearly noted that in the

examples (1) and (2) the relative 'who' is *restrictive*, whereas in the instances (3) and (4) it is *continuative*.

For the different uses of the relative 'who' see Sec. III on Pronouns, Chap. II, Part I.

III. How to analyse a sentence.

To analyse a sentence the following things should be attended to :—

First, the *subject* of a sentence which may consist of a noun or its equivalents (see Sec. IX *b*, Nouns, Chap. I, Part I) should be picked out.

Next, the *adjuncts of the subjects* which may consist of adjectives, adjectival phrases or clauses or other qualifying expressions should be carefully picked out.

Thirdly, the *Predicate* of the sentence should be attended to. This may be the finite verb in the sentence, if it gives a complete sense. If the verb alone is of *incomplete predication*, the complement which may consist of an adverb, or adverbial clause or other qualifying words should be included in the Predicate.

One thing should be borne in mind. The verb of the Predicate may either be intransitive or transitive. If it be transitive, the Predicate includes the object which may consist of a noun or its equivalents.

Let this be clear that the Predicate (*a*) may be either a solitary verb or the verb and its qualifying adjuncts, if it is *intransitive*; and (*b*) the qualifying adjuncts, the object with its enlargements, etc., along with the verb, all taken together, form the Predicate in the case of a *transitive* verb.

Fourthly, in the case of a complex sentence, the *clauses* should be numbered, named and analysed separately and in the case of a compound sentence the Co-ordinate or Independent clauses should be separately treated.

Lastly, conjunctions, etc., should be noted as *connectives*.

IV. Examples of Analysis of Sentences

(1)

Mauritius, with its beautiful tropical scenery, its classical, literary, naval and historical associations and its population gifted with all the charming characteristics of old France, was our first halting place on our way to receive, in Natal and Cape Colony, a welcome remarkable in its warmth and enthusiasm, which appeared to be accentuated by the heavy trial of the long and grievous war under which they have suffered.

This is a *complex sentence* consisting of—

A. *Mauritius.....enthusiasm*—Principal.

B. *Which.....war*—A Subordinate Adjective clause qualifying the word 'enthusiasm' in A above.

C. *Under which.....suffered*—A Subordinate Adjective clause to qualify the word 'war' in B above.

Detailed Analysis

A

(a) Subject with adjuncts and extensions—*Mauritius .. old France* Mauritius—Subject word. Adjectival adjuncts—(i) *with its beautifulscenery.*

(ii) *(with) its historical associations.*

(iii) *(with) its population.....France.*

'and' connects the phrases (ii) and (iii).

(b) Predicate with adjuncts and extensions—*was... enthusiasm.* Was—Predicate word. *Our place*—Subjunctive complement to predicate. *On our way...Colony*—An adjective phrase qualifying 'place' A welcome... *enthusiasm*—A noun phrase with adjective adjuncts, object to transitive verb 'receive'.

B

Subject—*which.* Predicate—*appeared.*

Subj. complement to intransitive verb appeared—*'to be accentuated.....war.'*

Subject—they, predicate with adjuncts—"have suffered under which."

(2)

Pratap succeeded to the titles and renown of an illustrious house, but without a capital, without resources, his kindred and clans dispirited by reverses; yet possessed of the noble spirit of his race, he meditated the recovery of Chitore, the vindication of the honour of his house, and the restoration of its power.

This is a *Compound sentence* consisting of the following independent clauses : -

A. *Pratap.....house.*

B. (*he was*) *without ;.....reverses. But-* connective.

C. (*being*) *possessed of...power. Yet-* connective.

Detailed Analysis

A

An independent clause, being a simple sentence, subject—*Pratap*,

Predicate with extension—*succeeded...house.*

B

An independent clause, being a simple sentence, subject—*he* (understood).

Predicate—*was* (understood). Adverbial adjuncts of the predicate, *without a capital—without resources.*

His kindred...reverses—A phrase in the absolute construction, modifying the predicate adverbially.

Subject—*he*. Adjectival adjunct to subject—*Possessed...race.*

Predicate with objects, etc.—*Meditated.....power.*

(3)

Rezia showed herself thoroughly competent for the task entrusted to her.

This is a *Simple sentence*.

Subject—*Rezia*. Predicate—*showed**her*. Parts of the predicate—*showed*—verb. Object. complement to transitive verb—*herself*.

Adjective phrase qualifying 'herself'—*thoroughly competent*...'*task*.'

Adjective phrase qualifying 'task'—*entrusted to her*.

(4)

Whether he should go there is a different question.

This is a *Complex sentence* consisting of the following two clauses :

A. *Whether he should go there*—subordinate noun clause subj. to (B).

B. *Is a different question*—principal clause, predicate.

Detailed Analysis

A

Subj.—*He*. Connective—*whether*.

Pred. Verb with adverbial adjunct—*should go there*.

B

Pred. Verb—*Is*. Subj. complement to verb—*a different question*.

(5)

The Persian army were seen covering the whole country, like locusts, and the hearts of some of the southern Greeks in the pass began to sink.

This is a *Compound sentence* consisting of the following two independent clauses :

A. *The Persian army*.....*locusts*.

- B *The hearts of some..... sink.*
Connective—*And.*

Detailed Analysis.

A

Subj. with attributive adjuncts—*The Persian army.*

Pred.—*were seen.*

Complement to pred.—*covering ...locusts.*

B

Subj. with attributive adjuncts—*The hearts ..them.*

Predicate with completion—*Began to sink.*

(6)

The professional man, wearied with the cares and labours of his office, when he comes home, takes up whatever book may happen to be the reading of his wife or daughters (C. U. E. 1898.)

This is a *Complex sentence* consisting of the following component parts :—

A. *The professional man, wearied..... office, takes up (that book)*—Principal clause.

B. *When he comes home*—Sub. adv. clause modifying pred. 'takes up' in A.

C. (*Whichever*) *may... .. daughters*—sub. adj. clause qualifying 'book' in A.

Detailed Analysis

Subj with attributive adjuncts—*The professional man.*

Adjectival adjunct to subject—*"wearied.....office"*

Predicate *takes up (that book).*

B. Subject—*He.*

Pred. verb—*comes.*

Adverbial adjunct to pred.—*when*.

Complement to pred. — *home*.

C. Subj.—*whichever* ; (whatever = that + whichever).

Pred.—*may happen*.

Complement to pred "to be.....daughters."

Exercise

Analyse the following sentences :—

1. It was a scene which, perhaps, would elsewhere have deserved little notice; but as the single speck in a boundless horizon which promised the refreshment of shade and living water, these blessings, held cheap where they are common, rendered the fountain and its neighbourhood a little paradise. (C. U. E. 1901.)

2. A third time he approached in the same manner, when the Christian knight, desirous to terminate this elusory warfare, in which he might at length have been worn out by the activity of his foeman, suddenly seized the mace which hung at his saddle bow, and hurled it against the head of the Emir, for such and not less his enemy appeared. (C. U. E. 1902.)

3. His father's courtiers, who endeavoured to outvie each other in professing doctrines of unlimited obedience, had impressed the young man with an early belief that his father's cause, as that of an injured and banished monarch, was that of Heaven itself, and that Heaven would not fail to befriend him, if he boldly asserted those rights with which Providence had invested him.

(C. U. E. 1904)

4. Dull would he be of soul who could pass by
A sight so touching in its majesty.

(C. U. E. 1905)

5. "Why, then, Antonio," said Portia, "you must prepare your bosom for the knife"; and while Shylock was sharpening a long knife with great eagerness to cut off the pound of flesh, Portia said to Antonio, "Have you anything to say?"

(C. U. E. 1908)

6. Sir Walter Raleigh believed that he had a good idea where the city lay; and he sailed across the Atlantic to the mouth of the great river Orinoco which pours its waters on the northern shores of America.

7. To me the meanest flower that blows can give,
Thoughts that do often lie too deep for tears.

8. It is worthy the attention of those who influence the destinies of states in more favoured climes to estimate the intensity of feeling which could arm this prince to oppose the resources of a small principality against the most powerful empire of the world, whose armies were more numerous and far more efficient than any ever led by the Persian against the liberties of Greece.

9. What seems most extraordinary in the battle of Sedgemoor is that the event should have been for a moment doubtful and that the rebels should have resisted so long.

10. However much we may pretend to be tired of life, it can not be doubted that most of us cling to it with an eagerness that would be surprising, if we did not know how strong the feeling of hope is in the human breast.

11. When he went out to walk, he met with a poor man who had been starving for three days

12. I have learnt by experience that it is best for little people like myself to be patient, and to wait till time affords the intelligence which no speculations of theirs can ever furnish

13. It is enough for animals to do what their nature leads them to do without understanding why they do it.

14. In the course of a Sunday or two after, she was missed from her usual seat at church, and before I left the neighbourhood, I heard, with a feeling of satisfaction that she had quietly breathed her last and had gone to rejoin those she loved, in that world where sorrow is never known.

15. Tell me not in mournful numbers
"Life is but an empty dream!"
For the Soul is dead that slumbers,
And things are not what they seem.

CHAPTER III

SYNTHESIS, TRANSFORMATION

AND

CONVERSION OF SENTENCES

I. Meaning and methods of Synthesis of Sentences: Methods illustrated.

Synthesis, as opposed to **Analysis**, is the method of joining the parts of a sentence into a connected whole.

The following are some of the ways in which this can be done :—

1. *The use of Participles to replace finite verbs ; e.g.*

He strongly protested. His office-master had begun to use abusive language. (Two simple sentences). *Having heard* his office-master use abusive language he strongly protested (one simple sentence).

2. *The use of Nouns or phrases in apposition, e.g.*

Elizabeth reigned in England. She defeated the Spanish Armada. (Two simple sentences). Elizabeth, *Queen of England*, defeated the Spanish Armada (one simple sentence).

3. *The use of Infinitives ; e.g.*

He has three sums given him by his master. He must work them out by 9 A.M. (2 simple sentences). He *has to work out*, by 9 A. M., three sums given him by his master.

4. *The use of Absolute constructions, e.g.*

The general was killed. The army withdrew. (Two simple sentences). The general *being killed*, the army withdrew (one simple sentence).

II. Pairs of simple sentences combined into one simple sentence.

- (a) I speak seriously : The man cannot be trusted.
 (b) He reached the school : He found no teacher. (c)
 He cannot come : I am not sorry. (C. U. E. 1895.)
 (a) I speak seriously about the untrustworthiness of
 the man. (b) On reaching the school he found no
 teacher (c) I am not sorry for his inability to come.

III. Many separate sentences combined into a single sentence.

The lion was let out of its cage for the amusement of the spectators. It did not then run at Androcles to devour him. It came up quietly. It fawned upon him. A dog fawns in the same way upon its master. It licked his hand. He had been kind to it in the forest. It remembered this (C. U. E. 1908.)

(a) *Simple* : The lion, now let out of the cage for the amusement of the spectators, remembering the past kindness of Androcles to it in the forest, instead of devouring him began to lick his hand, coming up quickly to him in a fawning manner like a dog fawning upon its master.

(b) *Complex* : The lion who remembered the past kindness of Androcles to it in the forest, being let out of the cage for the amusement of the spectators, instead of devouring him, began to lick his hand, coming up quietly to him and fawning upon him as a dog fawns upon its master.

(c) *Compound* : The lion, now let out of the cage for the amusement of the spectators, remembered the past kindness of Androcles to it in the forest, and instead of devouring him, came up quietly to him, fawned upon him as a dog fawns upon its master and began to lick his hand.

N.B.—Strictly speaking, only (a) is wanted. The other two sentences, (b) and (c), are given as models of synthesis in two more ways.

IV. Further illustrations of synthesis into one sentence.

(1)

The general marched upon the enemy. He marched upon them on the 25th of April. He did so after some light skirmishing. He routed the enemy. He routed them with great slaughter. The slaughter was so great as to cause astonishment in the minds of the populace.

(*Mad. U. 1889*)

After some light skirmishing, the general marching upon the enemy on the 25th of April routed them with so great slaughter as to cause astonishment in the minds of the populace.

(2)

The English were inferior to the French in number. The English defeated the French. The battle was long and well contested. There was no battle, it is said, that was fought during the war that was so desperate.

(*Mad. U. 1890*)

Though inferior to the French in number, the English defeated them in a long and well-contested battle,—perhaps the most desperate fought during the war.

(3)

Men are like this fox. They long for things. They cannot attain these things. They pretend to despise them. (*Mad. U. 1899*)

Like this fox, men longing for things unattainable, pretend to despise them.

V. Meaning expressed in simple sentences.

(a) He disliked the fruit as it was sweet

(b) He disliked the fruit, sweet as it was.

(*Boim. U*)

(a) He disliked the fruit for its sweetness.

(b) He disliked the fruit in spite of its sweetness.

VI. More examples of many sentences changed into one simple sentence.

(1)

The train arrived at the station. A man sprang out of one of the carriages. He sprang upon the platform. His clothes were torn. They were also bespattered with blood. Two policemen were on the platform. They arrested the man. They supposed him guilty of murder. This was why they apprehended him.

(*All. U. 1893*)

On the arrival of the train at the station, a man, with clothes torn and bespattered with blood, springing out of one of the carriages on the platform, was immediately arrested by two policemen on duty, on the suspicion of his being guilty of murder.

(2)

Sense, vigour, harmony, and a kind of careless regularity were the characteristics of that powerful School of Poetry which was introduced into England at the Restoration, and of which Dryden is the most eminent type. (*Bom. U.*)

Dryden, its most eminent type, introduced into England, at the Restoration, a powerful School of Poetry characterised by sense, vigour, harmony, and a kind of careless regularity.

(3)

Henry was fond of children. This was one strong point in his character. His fondness for learning was another strong point. In other respects his character was devoid of any commendable qualities.

(*Punj. U. 1900*)

Excepting two strong points in Henry's character, *viz.*, his fondness for children and his fondness for learning it was devoid of any other commendable qualities.

(4)

There were 300 persons on board. Only one escaped. All the rest went down with the ship. One of the men drowned was Fitzstephen. He was the captain of the ship. The man who escaped was a butcher of Rouen. (*Punj. U. 1901*)

Of the 300 persons on board only one, a butcher of Rouen, escaped ; the rest including Fitzstephen, the captain, going down with the ship.

VII. Converting example (a) into a simple sentence, and combining example (b) to form a single complex sentence.

(a)

If it had not been for the help which I gave him, it would have been impossible for him to advance.

But for my help, it would..... advance

(b)

It was thus that we heard the news. A week before it arrived we were walking by the sea-shore. We were sad. We were thinking over the chances of the war. We saw a ship in the offing. At first it looked to us like the vessel which we had long expected. We recollected it could not be the *Orion*. That ship could not have arrived so soon.

A week before the arrival of the news, which we thus heard, we were walking by the sea-shore, sadly thinking over the chances of the war, when we saw a ship in the offing, which we recollected could not be the *Orion*, having arrived so soon, though it looked to us like that long expected vessel.

VIII. Adverbial or adjectival sentences substituted for phrases.

- 1.. He would not go *without his father's word*.
2. The thief ran away *for fear of detection*.

3. Iron is *too heavy to float in water.* n
4. This is the place of *his birth.*
5. I have some money *to spend.*
6. Tell him the reason of *his going away.* na

The changes indicated.

1. For he had not his father's word. 2. Let ^{pa}st he should be detected. 3. So heavy that it does not ^{ti}ily etc. 4. Where he was born. 5. That can be ^{loa}spei. 6. Why he went away. 331

IX. Phrases substituted for clauses.

1. *As soon as you arrive,* you should call in a doctor.
Immediately on your arrival, you should call in a doctor.

2. This student is so backward *that he cannot read a line correctly.*

This student is *too backward to read a line correctly.*

3. *Although he repeatedly failed,* he was not discouraged.

In spite of his repeated failures, he was not discouraged.

4. *Since that is the case,* you had better go home.
That being the case, you had better go home.

5. *Had you not helped him,* he would have been ruined.

But for your help, he would have been ruined.

X. Non-simple sentences rewritten in the form of simple sentences.

(1) He rose from his chair in a rage and chased the person who had opposed him from the room. (2) When the session came to an end, the teacher gave all the boys.

who had won prizes an invitation to a feast. (3) People are afraid to make calls at his house, because he behaves so rudely to those who visit him.

(1) Rising from his chair in a rage, he chased his opponent from the room. (2) At the close of the session the teacher invited all the prize-winners to a feast. (3) People are afraid of visiting him because of his rude behaviour towards visitors.

XI. Clauses in place of words.

(a) Tennis is *his favourite* game. (b) The train came in *punctually*. (c) It is an *amusing* story. (d) The monkey is a *quadrumanus*. (e) The event is *annual*. (f) The frog is an *amphibious* animal.

(a) Tennis is the game *which he likes above all*. (b) The train came in *just at the time at which it should have arrived*. (c) It is a story *that amuses every one*. (d) The monkey is an animal *that has four hands*. (e) The event is one *that happens every year*. (f) The frog is an animal *that lives both on land and in water*.

XII Noun forms of verbs used.

1. His great success has *resulted* from persistent effort. 2. Delicacy of understanding is not often *divided* from delicacy of character. 3. What can *mean* these raving gestures? 4. Men *believe* nothing now above the level of every day experience. 5. Could I only *feel* thee near!

1. His great success is *the result* of persistent effort.

2. Very often there is no *division* between delicacy of character and delicacy of understanding.

3. What can be the *meaning* of these raving gestures?

4. The *belief* of men now is in nothing above the level of every day experience.

5. O for the *feeling* that thou art near!

XIII. More instances of transformation.

A.

(a) The magistrate was too keen a judge of men to misunderstand the character of the witness. (Use '*so*' instead of '*too*.)' (b) He is supposed not to have done his exercise himself. (Make '*exercise*' the subject.) (c) He is almost the best scholar in the class. (Use the positive instead of the superlative.)

(a) The magistrate was so keen a judge of men as not to misunderstand the character of the witness. (b) The exercise is supposed not to have been done by himself. (c) There is no other scholar in the class as good as he (is).

B.

(a) He knows a great deal *for a lad of ten*. (Use a clause for the phrase italicised.) (b) *For all his possessions* he was discontented. (Use a clause for the phrase.) (c) He has been educated *for the bar*. (Use a clause for the phrase.) (d) *O for a lodge* in some vast wilderness! (Use a clause for the phrase.) (e) *But for an accident* they would have reached their destination. (Change the italicised phrase into a clause.) (f) *To the surprise of all* he was acquitted of the main charge [change as in (e)] (g) The *skilled* workman succeeded in solving the problem. (The italicised word to be changed into an adverbial clause.)

(h) He undertook to reward only *willing* service [change as in (g)].

(i) The *swift* hare was beaten by the *slow* tortoise [change as in (h)].

(a) *Considering that he is a lad of ten*.

(b) *In spite of the fact that his possessions were vast*.

(c) *So that he may join the bar*.

(d) *How ardently I wish I had a lodge, etc.*

(e) *Adverbial phrase*, mod. 'would have reached.' The required clause is 'If there were no accident.'

(f) *Adv. phrase*, mod. 'was acquitted.' The required clause is 'so that everybody was surprised.'

(g) *For he had skill in the matter.* (h) *If it was rendered with a will.* (i) *Since it was swift; because it was slow.*

XI I. Transformation by substituting one form of a word for another.

(i) *Sentences to be rewritten using in each the noun forms of the words italicised :—*

(a) The force was not *strong* enough to maintain order. (b) It is not *likely* that he will fail. (c) He was so bold as to *defy* his enemies.

(ii) *Sentences to be recast using in each the adjectival form of the nouns italicised :—*

(a) The Barrister had sufficient *ingenuity* to see a fallacy in the argument. (b) Any man of sense could perceive how great a *fraud* he had perpetrated.

(iii) *Sentences to be transformed using the adjective form of 'frivolity' in (a); the noun form of 'provoked' in (b), and the adverbial form of 'arrogance' in (c) :—*

(a) He had an uneasy consciousness of the *frivolity* of his favourite pursuits. (b) The rashness with which he *provoked* the hostility of powerful interests was displeasing to the other. (c) They took their punishment, as with perhaps some *arrogance* we are wont to say, like Englishmen.

(i) (a) The force had not enough *strength* for the maintenance of order. (b) His *failure* is not a *likelihood*. (c) His boldness led to the *defiance* of his enemies.

(ii) (a) The barrister was sufficiently *ingenious* to see that the argument was *fallacious*. (b) Any *sensible* man could perceive how very *fraudulent* his act was.

(iii) (a) He had an uneasy consciousness that his favourite pursuits were *frivolous*. (b) His rash *provocation* of the hostility of powerful interests was displeasing to the other. (c) They took their punishment, as perhaps a little *arrogantly* we are wont to say, like Englishmen. .

XV. Some more changes shown.

(A)

(a) I wish I were able to do this [Use the verb 'like' instead of 'wish']. (b) It is better to live in the country than to live in the town. [Use 'preferable' instead of 'better'] (c) Every piece of work he attempted was done well [Express the idea contained in the above using the negative].

(B)

(a) *Though he was often entreated to betray his trust*, he remained true to it. [Make it a simple sentence, using an *adverbial* phrase for the clause italicised]. (b) The conspirators were enjoined to preserve secrecy, *otherwise they should suffer death*. [Direction as in (a)] (c) *As the nation desired*, Lord Tennyson was buried in Westminster Abbey. [Direction—as above]. (d) Will you come with me to a gentleman *with whom I am acquainted*? [Make it a simple sentence, using an *adjectival* phrase for the clause italicised.] (e) He was a statesman *whose integrity was doubtful*. [Direction as in (d)]. (f) It was a period *when rebellion was widespread*. [Direction as in (d)].

(a) They must have been surprised *at the ease and rapidity of their success*. [Direction—change the italicised phrase into a clause, using the verbal form for the noun *success*.]

(b) China was then so remote that few persons visited it. [Direction—use 'too' for 'so'].

(c) The Caliph, as soon as he had overthrown his

rivals, prepared to attack Constantinople. [Direction—begin with 'no sooner'].

(d) The naval forces of the allies passed through the Hellespont without opposition. [Direction—convert into a complex sentence].

(e) Owing to his idleness I cannot promote him [In two ways (i) by introducing the adverb 'too'; (ii) by introducing the words 'so—that'].

(f) Ram stopped to speak to Gobinda and then walked on. [Use the noun 'walk'.]

(g) He seemed more intelligent than any of his companions. [Use the positive degree of 'intelligent'.]

(h) They ran to meet their friend as soon as they saw him approaching. [Use the comparative of 'soon'.]

(A)

(i) (a) How I like to be able to do this !

(b) Living in the country is preferable to living in the town.

(c) There was no piece of work he attempted that was not done well.

(B)

(ii) (a) *Despite repeated entreaties to betray his trust, he remained true to it.*

(b) *The conspirators were enjoined to preserve secrecy on penalty of death.*

(c) *Lord Tennyson was buried in Westminster Abbey at the desire of the nation.*

(d) *Will you come with me to a gentleman of my acquaintance ?*

(e) *He was a statesman of doubtful integrity.*

(f) *It was a period of wide-spread rebellion.*

(C)

(iii) (a) Seeing the ease and rapidity with which they succeeded.

(b) China was then too remote for many persons to visit it.

(c) No sooner had the Caliph overthrown his rivals than he prepared to attack Constantinople.

(d) The naval forces of the allies met no opposition when they passed through the Hellespont.

(e) (i) He is too idle to be promoted. (ii) He is so idle that I cannot promote him.

(f) Ram stopped to speak to Gobinda and then resumed his walk.

(g) None of his companions seemed as intelligent as he was.

(h) No sooner did they see their friend approaching than they ran to meet him.

XVI. Further instances of transformation—one word used for another.

(i) We must do this exercise first (use 'begin').

(ii) The master ordered them to work harder (use 'insist').

(iii) Every candidate had to pay a fee of twelve rupees (use 'demand').

(iv) There was a dead silence broken only by the moaning of the wounded woman (use 'sound' instead of 'silence').

(v) There is no rule you can prescribe so severe that I cannot follow it (use 'too').

(vi) There is no rule you can prescribe so severe that I cannot follow it (use 'any' and omit the negatives).

(vii) He never visited the town without calling on his old servants (remove the negatives).

The required changes :— •

- (i) We must begin with this exercise.
- (ii) The master insisted on their working harder.
- (iii) A fee of twelve rupees was demanded from every candidate.
- (iv) There was absolutely no sound except the moaning of the wounded woman.
- (v) No rule of yours is too severe for me to follow.
- (vi) Any rule that you can prescribe is easy for me to follow.
- (vii) Whenever he visited the town he would call on his old servants.

• **XVII. More instances involving miscellaneous changes.** •

(a) Neither of these has ever been alleged by any party in the way of constitutional precedent (Change the voice of the verb).

- (b) Is not He just, that all this doth behold
From highest heaven, and bears an equal eye?
Shall He thy sins up in His knowledge fold,
And guilty be of thine impiety?

(Prose order without interrogation.)

(c) Expand the italicised phrase into a clause in each of the following :—

- (i) *France not yielding*, England declared war.
- (ii) *France not yielding*, England would have declared war.
- (iii) *France not yielding*, England has declared war.

The required changes :—

- (a) No party has ever alleged either of these in the way of constitutional precedent.
- (b) He that beholds all this from highest heaven, and bears an equal eye, is certainly just. He will never fold

up thy sins in His knowledge, and be guilty of your impiety.

(c) (i) England declared war, *because France did not yield.* (ii) England would have declared war, *if France did not yield.* (iii) England has declared war, *because France has not yielded.*

XVIII. Changes with the verb 'look' followed by prepositions or adverbs.

I *viewed* the scenery. I *expected* a miracle to happen. I *regarded* him as already a member of the society. I *despised* him for his untruthfulness. I *respected* him as my guide and counsellor. I *trusted* him for support. I *investigated* the matter.

I *looked at* the scenery. I *looked for* a miracle to happen. I *looked upon* him as already a member of the society. I *looked down upon* him for his untruthfulness. I *looked up to* him as my guide and counsellor. I *looked to* him for support. I *looked into* the matter.

XIX. Some changes, one single word replacing phrases or clauses.

(1) I was never *in that place.* (2) He *knew that* he did the wrong. (3) I have not, *even to this day,* overcome that habit. (4) *For what purpose* did he come there? (5) *At what time* did he go? (6) *In what way* can this problem be solved? (7) I do not know *to what place* he has gone. (8) *India is so poor that the fact has passed into a proverb* (9) *It was his intention to* insult the teacher (10) I do not know *from what place* the letter was posted.

The changes may be effected in the following ways —

(1) I was never *there.*

(2) He *knowingly* did the wrong.

(3) I have not *yet* overcome that habit.

(4) *Why* did he come there?

- (5) *When* did he go ?
- (6) *How* can this problem be solved ?
- (7) I do not know *where* he has gone.
- (8) India is *proverbially* poor.
- (9) He *intentionally* insulted the teacher.
- (10) I do not know *whence* the letter was posted.

Exercise.

1. What is meant by *synthesis* ? Illustrate by an example.
2. Of the following sentences make one complex sentence with 'thru w' as the verb of the Principal clause (Mad. U. 1904) :—
The school-master rose. The school-master threw open a door. The door led to a terrace-wall. The terrace-wall was old-fashioned. The terrace was behind the house. The terrace-wall communicated with a platform. On the platform the ruins of an ancient castle were situated.
3. Convert each of the following into a simple sentence (Mad. U. 1888 and 1889) :—
(a) When he had harangued the meeting for two hours, he took leave. (b) It seems that he has gained the prize for good conduct. (c) He left instructions about how his property should be disposed of. (d) They loaded the guns as quickly as they could. (e) I am disappointed that I have not received a letter from you.
4. Turn the phrases in *italics* in the following passages into sentences (All U. 1897) :— (a) All defence *was useless, the judges having already decided the matter amongst themselves.* (b) The children, *in great distress,* ran home. (c) I am glad *to see you well.* (d) *During their stay at college,* they made good use of their time.
5. Expand the following words and phrases in *italics* into sentences (All U. 1901) :—
(a) He *announced the arrival of Cæsar.* (b) The boy went home *on the completion of his task.* (c) He failed *through carelessness.* (d) *This being granted,* the proof is easy.
6. Recast the following sentences as directed (Mad. U. 1900) :—
(a) The fact that Blake was not one of the king's judge

that he was not considered a man of much importance. [Change the voice of *proves*.]

(b) Ram prepared his lessons more carefully than any other boy in the class. [Use the positive degree.]

(c) Never king or conqueror's brow wore a higher look than his did now. [Use the positive degree.]

(d) Not a word was spoken while the small party of whites proceeded on their dangerous march. [Use the word 'silence.']

7. Substitute the phrases in italics in the following by adverbial or adjectival clauses : -- (a) *For fear of detection*. (b) *He told me the reason of his going away*. (c) *Navadwipa was the place of Chaitanya's birth*. (d) *I have no money to spare*. (e) *He is not the man to be relied upon*. (f) *In spite of being repeatedly warned* he persisted in abusing me.

CHAPTER IV

CHANGE OF NARRATION

I. The meaning of the word 'Narration' in English Grammar. The phrase 'Change of Narration,' explained and illustrated.

When one person says something, and another person reports or reproduces what is said, this report or reproduction is technically called *Narration* in English Grammar.

The speech may be reported in two ways: (1) by reproducing the words used exactly in the manner in which they were used by the speaker; or (2) by reproducing the words used in an altered form of speech.

(1) John said, "James is a clever boy."

(2) John said that James was a clever boy.

The form in (1) is called the Direct Form, and that in (2) is called the Indirect Form of Narration. The form in (1) or the Direct Form has been changed into (2) or the Indirect Form by a process which is called the *Change of Narration*.

II. The main principles to be observed in the conversion of a reported speech.

There are many rules which should be observed in the conversion of Direct into Indirect Speech and *vice versa*. Some of the main rules are the following:—

(1) Observing the sequence of tenses; (2) changing persons; (3) changing the order of words; and (4) some other minor rules. However, the most important rules are those about observing the due sequence of tenses.

III. (a) An Independent Clause, (b) A Dependent Clause and (c) Sequence of Tenses explained.

For (a) and (b) see Sec. IV, Chapter I, Part III.

N. B.—An Independent Clause is the same as a Co-ordinate Clause and a Dependent Clause is another name for a Subordinate Clause.

(c) *Sequence* is the succession of one thing after another. In reporting a speech, it is natural that the action in one clause should depend in some way on the action described in another clause in reference to *time*. This *time* relation between the predicates in the two clauses is kept up by following certain rules about the *Sequence of Tenses*.

IV. The main rules of Sequence of Tenses.

The general principle involved is the *variation* of the time or tense of the verb in the dependent clause according to the tense of the verb in the principal clause. This variation takes place on the following scheme :—

(I) If the verb in the principal clause be in the *present* tense, the verb in the subordinate clause may be put in *any tense whatever* as the case may require ; e.g.—

(a) He *says* that he *goes* out in the morning.

(b) He *says* that he *went* out in the morning.

(c) He *says* that he *will go* out in the morning.

(d) He *says* that he *has gone* out in the morning.

(II) If the verb in the principal clause be in the *future* tense the verb in the dependent clause may be put in any tense, as the sense requires ; e.g.—

(a) He *will say* that Ram *is* careful.

(b) He *will say* that Ram *was* careful.

(c) He *will say* that Ram *will be* careful.

(d) He *will say* that Ram *has been* careful.

(III) If the verb in the principal clause be in the

past tense, the verb in the dependent clause must be in the *past* tense ; e.g.—

(a) He *said* that he *went out* in the morning.

(b) He *walked* so fast that I *could* not keep pace with him.

(c) The boys *went* there that they *might see* the sport.

Exceptions :—When a habitual fact or a universal truth is stated in the dependent clause, the *present indefinite tense* must be used in the verb, irrespective of the time of the action described in the principal clause ; e.g.—

(a) The teacher *said* that the earth *moves* round the sun.

b) He *knew* that cats *eat* fish.

• There are some special rules to guide the Sequence of Tenses when the Subordinate Clause is introduced by certain Conjunctions of comparison or purpose. For a detailed treatment of this question, the student is referred to Sec. VI, Chap. III, Part I, *ante*.

V. Illustrations.

GROUP A

(a) Ram said, "I will go."

(b) Hari says, "My brother is ill."

(c) Jadu will say, "Krishna has done this."

(d) Krishna said, "I will write to him to-morrow."

(e) Ram said, "I went there yesterday."

(f) Hari said, "Every thing will be clear now."

(g) The teacher said, "If he has failed this time, he is sure to pass next year."

Application of Rules.

(a) Ram said that he would go.

(b) Hari says that his brother is ill.

(c) Jadu will say that Krishna has done this.

(d) Krishna said that he would write to him the next day.

(e) Ram said that he had gone there on the previous day.

(f) Hari said that every thing would be clear then.

(g) The teacher said that though he had failed that time, he was sure to pass in the year that followed.

GROUP B

(a) Ram said, "The sun sets in the west."

(b) The teacher said, "The earth moves on its own axis."

(c) Hari said, "The sun rises in the east."

(d) My brother said, "God is All-powerful."

(e) He said, "Cats like fish."

(f) John said, "The English are a brave people."

(g) He exclaimed, "The fellow is a confirmed drunkard."

(h) The teacher said, "The Spaniards are fond of bull-baiting."

(i) My father said, "The Hindus burn their dead."

Application of Rules.

(a) Ram *said* that the sun *sets* in the west.

(b) The teacher *said* that the earth *moves* on its own axis.

(c) Hari *said* that the sun *rises* in the east.

(d) My brother *said* that God *is* All-powerful.

(e) He *said* that cats *like* fish.

(f) John *said* that the English *are* a brave people.

(g) He *exclaimed* that the fellow *is* a confirmed drunkard.

(h) The teacher *said* that the Spaniards *are* fond of bull-baiting.

(i) My father *said* that the Hindus *burn* their dead.

N. B.—The student should carefully observe that all the above examples in Group B relate either to a *universal truth*, a *habitual fact* or a *national trait*, so the verbs in the subordinate clauses are in the *present tense*, though the reporting verbs are in the *past tense*.

GROUP C

(a) I said to my brother, "I feel unwell."

(b) You said to me, "You are a fool."

(c) You said to him, "I am out of employ."

(d) I said, "He may pass."

(e) You said, "We are the children of the same Almighty God."

(f) He said to his brother, "I am unwell."

(g) He said to me, "You are too late."

(h) You said to your friend, "We are undone."

Application of Rules.

(a) I said to my brother that I felt unwell.

N. B.—No change of person, as the pronouns in the first person in both the clauses refer to *the speaker*.

(b) You said to me that I was a fool.

N. B.—Change of person required, for the pronoun in the subordinate clause refers to *the person spoken to*.

(c) You said to him that *you* were out of employ, or You said to him that *I* was out of employ.

N. B.—If 'I' in the Subordinate Clause refers to the original speaker then it should be changed into 'you,' as in the first case; but if 'I' refers to the reporter, then it should not be changed as in the second case.

(d) *I* said that *he* might pass. No change.

(e) *You* said that *we* are the children of the same Almighty God.

N. B.—No change of person, as the pronoun in the first person in the dependent clause refers to *mankinú* which includes both the original speaker and the reporter; no change in the tense of the verb, because the fact is universally admitted.

(f) *He* said to his brother that *he* was unwell, or *He* said to his brother that *I* was unwell.

(According as the pronoun 'I' refers to the original speaker or the reporter.)

(g) *He* said to me that *I* was too late, or *He* said to me that *you* were too late.

According as the pronoun 'you' in the dependent clause refers to the reporter himself, or any body else spoken to.

(h) *You* said to your friend that *you* were undone, or *You* said to your friend that *we* were undone.

N. B.—According as 'we' in the subordinate clause refers to the original speaker or to the reporter.

All these cases are difficult owing to the vagueness in the pronouns used, and should be carefully studied.

VI. Examples involving Interrogatives and Exclamations.

(a) I asked my friend, "Will you do me this favour?"

(b) Hari said to Krishna, "Why are you late for school?"

(c) He said to the servant, "Why have you come here without permission?"

(d) Jadu said to the boy, "Go and see the Headmaster."

(e) Rama said to his friend, "Please give me the pen."

(f) Rajani Babu said to his servant, "Send away the man immediately."

(g) The unfortunate mother said, "May God protect my helpless child."

(h) "Well played," shouted the spectators, "nothing less from our man!"

(i) They said, "Alas ! Alas ! we are undone !"

(j) He said, "Could I be there to witness the sport !"

(k) His father said, "Strange ! My boy cannot fail."

(l) He said, "I am sorry my words have caused you pain."

Rules applied.

(a) I *asked* my friend to show me that favour

(b) Hari *enquired* of Krishna why he was late for school.

(c) He *demande*d of his servant why he had gone there without his permission.

(d) Jadu *asked* the boy to go and see the Headmaster.

(e) Rama *requested* his friend to give him the pen.

(f) Rajani Babu *commanded* his servant to send away the man immediately.

(g) The unfortunate mother *prayed fervently* to God to protect her helpless child.

(h) The spectators *shouted applause* and *exclaimed* that they expected nothing less from their man.

(i) They *exclaimed in great sorrow* that they were undone.

(j) He *earnestly wished* that he could be there to witness the sport.

(k) His father *exclaimed in great surprise* that he had not expected his son to fail.

(l) He greatly *regretted* that his words had caused him pain.

N. B. - Examples involving *exclamation* and *interrogation* require special study. Note carefully the verbs that have been used to express the ideas.

VII. Further examples.

(a) The teacher said, "Good-bye, my boys ! I shall be soon leaving you."

(b) My younger brother said, "Let me have that book "

(c) The pupil said, "Please, Sir, may I go out now ?"

(d) His friend said, "Let the boy go home now."

(e) Govinda said, "Let us have a picnic next Saturday."

(f) The Captain said, "Surrender not, my men, and show that British boys know how to die."

(g) He said to his friend, "You surely speak these words in jest."

Worked out.

(a) The teacher *bade* good-bye to his boys and said that he would be leaving them soon.

(b) My younger brother *wanted* that book from me.

(c) The pupil *requested permission* of the teacher to go out then.

(d) His friend *suggested* that the boy might be allowed to go home then.

(e) Govinda *proposed* that they should have a picnic on the following Saturday.

(f) The Captain *encouraged* his men not to surrender but to show that British boys knew how to die.

(g) He *told* his friend that he *hoped* he spoke those words in jest or He hoped that his friend spoke those words in jest.

VIII. Important Exercises done.

(a) The moon having risen, the leader of the band addressed his men, saying that the task before them was as dangerous as it was difficult, yet they would be glad to neglect the opportunity ; at the worst, they could still die like brave men. (From *Indirect to Direct*.)

(b) "Comrades," he said, "listen to me ; for though I often talk nonsense, I can talk sound sense when I choose. Fortune has sent us this treasure, so that we may lead a life of ease, and we will spend it as lightly as we have come by it. Who could have guessed, when we set out to-day, that we should come by so fair a fortune ?" (From *Direct to Indirect*. C. U. M. 1913.)

(c) I am sure I shall have the consent of all who are listening to me to-night, when I claim that we have done all that is possible for us to do to bring together the two parties in this dispute. Do not hastily set down our efforts as useless. Let us be patient ; we have advanced far during the past few days. (From *Direct to Indirect*. C. U. M. 1917.)

(d) "My dear friends" said he, "we have come because we have a message to give you. Long ago we heard of the tribe to which you belong and long our hearts have wished to meet you." (From *Direct to Indirect*. C. U. M. 1916.)

(e) I cannot help thinking you are bound on the same business as myself, which is, I confess to you honestly, to strike a blow for the king. If you are on the same errand, I have two old relations who are staunch to the cause, and I am going to their house to remain until I can join the army. If you wish it, you shall come with me, and I will promise you kind treatment and safety while under their roof. (From *Direct to Indirect*. C. U. M. 1917)

(f) I am a merchant from distant parts. On my journey last night I met with thieves, who stripped me of my purse and all that I had ; and now I must seek

my only friend in this town, an esquire at the king's palace. He will be glad, I know, to lend me what I ask. Only set me down at the palace gates, and I shall soon be in a position to pay you handsomely for this morning's kindness. Tell me your name, friend, and where you live. (From *Direct to Indirect*. C. U. M. 1918.)

(g) "Sisters and brothers, little maid,
How many may you be?"
"How many? Seven in all," she said,
And wondering looked at me.

"And where are they? I pray you tell."
She answered, "Seven are we;
And two of us at Conway dwell,
And two are gone to sea."

"You say that two at Conway dwell,
And two are gone to sea;
Yet ye are seven! I pray you tell,
Sweet maid, how this may be?"

(From *Direct to Indirect*. C. U. M. 1920.)

(h) "I wish I were a king's son," cried a poor boy, as he sat on some straw in his wretched home. "Why do you wish that, my boy?" asked his teacher, who had entered unobserved. "Why, sir, I was standing by the palace gate this morning to see all the grand folk going to court, splendidly dressed, in fine carriages. I thought how happy they must be to be allowed to see the queen, and to enter the beautiful palace." "What would you think, if I told you that you might be a king's son, if you chose, this moment?" asked the teacher. (From *Direct to Indirect*. C. U. M. 1922.)

(i) "Alas! child," said his mother, "I have not a bit of bread to give you; you ate up all the provisions I had in the house yesterday. But I have a little cotton, which I have spun; I will go and sell it and buy bread, and something for our dinner." "Mother," replied Aladdin, "keep your cotton for another time, and give me the

lamp I brought home with me yesterday ; I will go and sell it, and the money I shall get for it will buy both breakfast and dinner, and perhaps supper too." (From *Direct to Indirect*. C. U. M. 1923.)

"(j) "Really !" said the General, "his goods already belong to king Joseph ; he is under arrest. I will go beyond what they ask. I understand now the importance of the last request. Well, let him buy the eternity of his name, but Spain shall remember for ever his treachery and its punishment. I give up the fortune and his life to whichever of his sons will fulfil the office of executioner. Go and do not speak to me of it again." (From *Direct to Indirect*. C. U. M. 1924.)

Exercises worked out.

(a) The moon having risen, the leader of the band said, "My men, the task before us is as dangerous as it is difficult ; yet we would be mad to neglect the opportunity ; at the worst we can still die like brave men."

N. B.—*'Them'* and *'they'* in the extract include the speaker also and have therefore been changed into *'us'* and *'we'* respectively.

(b) Addressing them as his comrades he asked them to listen to him, and assured them that though he often talked nonsense, he could talk sound sense when he chose. Fortune had sent them that treasure so that they might lead a life of ease, and they would spend it as lightly as they had come by it. He doubted if anybody could have guessed when they had set out that day that they would come by so fast a fortune.

(c) The speaker said he was sure he would have the consent of all who were listening to him that night, when he claimed that they had done all that was possible for them to do to bring together the two parties in that dispute. He asked them not to set down hastily

their efforts as useless. He advised them all to be patient, for they had advanced far during the past few days.

(d) Addressing the men as his dear friends, he said that they (the speaker and his companions) had come because they had a message to give them. They had heard long ago of the tribe to which they belonged; and long had their hearts wished to meet them.

(e) The speaker said he could not help thinking that they were bound on the same business as he himself—which was, he confessed to them honestly, to strike a blow for the king. If they were on the same errand, he had two old relations who were staunch to the cause, and he was going to their house to remain until he could join the army. If they wished it, they should go with him, and he would promise them kind treatment and safety while under their roof.

(f) The speaker said he was a merchant from distant parts. On his journey on the previous night he had met with thieves who had stripped him of his purse and all that he had; and he was then under the necessity of seeking his only friend in that town, an esquire at the king's palace. He (the speaker) knew that his friend would be glad to lend him what he would ask. He (the speaker) requested him (the person spoken to) only to set him on his way; and he assured him he (s.) would soon pay him handsomely for his kindness. He asked his friend his name and residence.

(g) The poet asked the little maid how many they might be, sisters and brothers taken together. The maid looked wondering at him, repeated his question, and then said that they were seven in all.

He next asked her to tell where they might be. She answered that they were seven, that two of them dwelt at Conway and two were gone to sea.

The poet remarked that she had said that two dwelt at Conway and two were gone to sea; and yet

she maintains that they were seven ! He asked the sweet maid to tell him how that might be !

(h) A poor boy, as he sat on some straw in his wretched home, said to himself in a loud voice that he wished he had been a king's son. His teacher, who had entered unobserved, asked the boy why he wished that. The boy replied politely that he had been gate that morning.....carriages. He thought..... must have been to be.. palace. The teacher asked him what he would think if he (teacher) told him that he ...son if he chose that very moment.

(i) The mother addressed her child sorrowfully and said she had not a bit of bread to give him ; for he had eaten up all.. she had.. which she had spun ; she would go...their dinner. Aladdin in reply advised his mother to keep her cotton...time, and asked her to give him the lamp which he had brought home the previous night ; he said he would go and sell the same and hoped that the money he would get for it would...too.

(j) The general remarked in a tone of sarcasm that his (the prisoner's) goods already belonged... Joseph for he was...arrest. But he promised to give beyond what they asked. He said that he understood...request. He agreed to let him...name, but he said he was bent upon making Spain...punishment. He consented to give ...sons would . executioner. He asked the messenger to go away and forbade him to speak of it again.

IX. The Intermediate Form of Narration.

In addition to the Direct and Indirect Forms of Narration there is one more form of speech, sometimes, though very rarely, used by standard authors, which is called the *Intermediate Form of Speech*. This form, as the name implies, stands midway between the *Direct* and the *Indirect* forms and is liable to give rise to confusion in the minds of students. Apparently it is like the Direct Form of Speech, beginning and ending with quotation marks, but the tenses of the verbs used and the

persons of the pronouns are like those used in the Indirect Narration. The following examples will make our meaning clear.

Example I.

(a) *Direct Narration* :—The Rana expressed his regret ; but added, "I cannot eat with a Rajput who gave his sister to a Toork, and who probably ate with him."

(b) *Intermediate Narration* :—The Rana expressed his regret, but added, that "he could not eat with a Rajput who gave his sister to a Toork, and who probably ate with him."—C. U. Selections, *Select Readings from Eng. Prose - Rana Pratap*. p. 28, Ed. 1923.

(c) *Indirect Narration* :—The Rana expressed his regret, but added that he *could* not eat with a Rajput who *had given* his sister to a Toork, and who probably had eaten with him (Toork).

Example II.

(a) *Direct* :—When a groan of mortal anguish made Saloombra inquire, "What afflicts your soul that it will not depart in peace?" "It lingers," he said, "for some consolatory pledge that my country shall not be abandoned to the Toork."

(b) *Intermediate* :—When a groan of mortal anguish made Saloombra inquire, "What afflicted his soul that it would not depart in peace?" "It lingered," he said, "for some consolatory pledge that his country should not be abandoned to the Toork." C. U. Selections, *Select Readings from Eng. Prose—Rana Pratap*, Pp. 40-41, Edn. 1923.

(c) *Indirect* :—When a groan of mortal anguish made Saloombra inquire if anything afflicted his (Pratap's) soul that it would not depart in peace. Pratap replied that it (soul) lingered for some consolatory pledge that his (Pratap's) country should not be abandoned to the Toork.

Exercise

1. Introduce each of the following sentences with the expression "He said that" :—

(a) I will go (b) He was granted leave. (c) The earth moves round the sun. (d) Tigers are carnivorous animals. (e) Ram will be punished (f) My father is dead. (g) The man died yesterday. (h) He will come to-morrow.

2. Change from Indirect to Direct :—

(a) He asked when I intended to leave Calcutta. I told him as that was the day of my examination, I could not leave them ; but I hoped to do so next day (b) Hari said that he was living there (c) Ram said that he would come and see the District Magistrate the next day. (d) My son replied that he was very sorry he had done the mischief. (e) The poor man begged to be let go, as it was not a fact that he had stolen the umbrella. (f) I bade my friends good-bye.

3. Change from Direct to Indirect :—

(a) "How came you into this place," said Juliet "and by whose direction?" "Love directed me," answered Romeo; "I am no pilot; yet wert thou as far apart from me as that vast shore which is washed with the farthest sea, I should venture for such merchandise"

(b) The sheep cried out, "Why do you torture me thus? What will my blood add to the weight of the wool? If you want my flesh, Dame, send for the butcher, who will put me out of my misery at once: but if you want my fleece, send for the shearer who will clip my wool without drawing my blood."

(c) "Sweet bodements! good!" cried Macbeth: "Who can unfix the forest, and move it from its earth-bound roots? I see I shall live the usual period of man's life, and not be cut off by a violent death. But my heart throbs to know one thing. Tell me, if your art can tell so much, if Banquo's issue shall ever reign in this kingdom?"

(d) "How?" cried the Mayor, "d'ye think I'll brook
Being worse treated than a cook?
Insulted by a lazy ribald
With idle pipe and vesture piebald?
You threaten us; fellow, do your worst,
Blow your pipe there till you burst!"

(e) "Juanito, have pity on me," cried Clara.

(f) Raja Maun left the feast, observing, as he withdrew, "It was for the preservation of your honour that we sacrificed our own, and gave our sisters and daughters to the Toork ; but, abide in peril, if such be your resolve, for this country shall not hold you. If I do not humble your pride, my name is not Maun."

(g) "There hath been ill-blood between us," he said, "let us be friends together this day and die side by side, if need be, in Her Majesty's cause" "If you see me not serve my prince with faithful courage now," replied Stanley, "account me for ever a coward. Living or dying I will stand or lie by you in friendship."

4. What do you know of the Intermediate Form of Narration ? Why is it so called ? Cite examples.

PART III

CHAPTER I

DERIVATIVES

I. A *derivative* literally means a word formed from another word. *Prefixes* and *suffixes* are used in forming derivatives. A *prefix* is a part added before, and a *suffix* is a part added after the original word in forming a derivative. Thus, in the word *endanger*, the prefix 'en' has been added before the noun *danger* to derive a verb; and in the verb *moralise*, the suffix 'ise' has been added after the word *moral* to obtain a derivative. Take, for example, the following words :—(C. U 1915 & 1920)

Adj. from 'melody'—It was a *melodious* song.

Verb from 'cheap'—They sought to *cheapen* the price of the thing by disparaging its quality.

Noun from 'subtle'—The speech was marked by *subtlety* of arguments; also *subtleness*.

Adv from 'gloom'—The man retired *gloomily* from the scene. A verb from 'head'—The prisoner was *beheaded*.

An adj. from 'care'—With *careful* work he succeeded.

II. The use of Diminutives.

Diminutives are used when smallness in size, or contempt or affection is sought to be expressed, e.g.,

Animal—*Animalcule*.

Bull—*Bullock*.

Ball—*Bullet*.

Car—*Chariot*.

Bird—*Birdie*.

Cat—*Kitten*.

Book—*Booklet*.

Cigar—*Cigarette*.

| | |
|-----------------------------------|----------------------------|
| City— <i>Citadel</i> . | Leaf— <i>Leaflet</i> . |
| Cock— <i>Chicken</i> . | Lord— <i>Lordling</i> . |
| Corn— <i>Kernel</i> . | Maid— <i>Maiden</i> . |
| Crown— <i>Coronet</i> . | Man— <i>Manikin</i> . |
| Duck— <i>Duckling</i> . | Part— <i>Particle</i> . |
| Dear— <i>Darling</i> . | Pill— <i>Pillule</i> . |
| Eagle— <i>Eaglet</i> . | Poet— <i>Poetaster</i> . |
| Eye— <i>Eyelet</i> . | Puss— <i>Pussy</i> . |
| Flower— <i>Floweret, floret</i> . | River— <i>Rivulet</i> . |
| Globe— <i>Globule</i> . | Sack— <i>Satchel</i> . |
| Goose— <i>Gosling</i> . | Seed— <i>Seedling</i> . |
| Hill— <i>Hillock</i> . | Star— <i>Asterisk</i> . |
| Home— <i>Hamlet</i> . | Stream— <i>Streamlet</i> . |
| Ice— <i>Icelet</i> . | Table— <i>Tablet</i> . |
| Isle— <i>Islet</i> . | Tower— <i>Turret</i> . |
| Lamb— <i>Lambkin</i> . | Verse— <i>Versicle</i> . |
| Lance— <i>Lancet</i> . | |

III. Abstract Nouns denoting quality or action from :—

| | |
|-------------------------------|----------------------------------|
| Wise— <i>Wisdom</i> . | Bribe— <i>Bribery</i> . |
| Friend— <i>Friendship</i> . | Arrive— <i>Arrival</i> . |
| Free— <i>Freedom</i> . | Deny— <i>Denial</i> . |
| Student— <i>Studentship</i> . | Solitary— <i>Solitude</i> . |
| Child— <i>Childhood</i> . | Refuse— <i>Refusal</i> . |
| Weal— <i>Wealth</i> . | Equal— <i>Equality</i> . |
| Predict— <i>Prediction</i> . | Hinder— <i>Hindrance</i> . |
| Girl— <i>Girlhood</i> . | Honest— <i>Honesty</i> . |
| Steal— <i>Stealth</i> . | Assist— <i>Assistance</i> . |
| Convict— <i>Conviction</i> . | Patient— <i>Patience</i> . |
| Kind— <i>Kindness</i> . | Persevere— <i>Perseverance</i> . |
| Heal— <i>Health</i> . | Diligent— <i>Diligence</i> . |
| Meek— <i>Meekness</i> . | Please— <i>Pleasure</i> . |
| True— <i>Truth</i> . | Punish— <i>Punishment</i> . |
| Dark— <i>Darkness</i> . | Pessimist— <i>Pessimism</i> . |
| Supreme— <i>Supremacy</i> . | Hero— <i>Heroism</i> . |
| Slave— <i>Slavery</i> . | Patriot— <i>Patriotism</i> . |
| Accurate— <i>Accuracy</i> . | |

IV. Abstract Nouns denoting office or jurisdiction from :—

| | |
|--------------------------------|-----------------------------|
| Bishop— <i>Bishopric.</i> | Earl— <i>Earldom.</i> |
| Prince— <i>Princedom.</i> | Deacon— <i>Deaconry.</i> |
| King— <i>Kingdom.</i> | Wife— <i>Wifehood.</i> |
| Heir— <i>Heirdom.</i> | Parson— <i>Parsonage.</i> |
| Duke— <i>Dukedom or Duchy.</i> | Elector— <i>Electorate.</i> |
| Baron— <i>Barony.</i> | Consul— <i>Consulate.</i> |

V. Nouns signifying agent or doer from :—

| | |
|----------------------------------|-------------------------------|
| Law— <i>Lawyer.</i> | Inspect— <i>Inspector.</i> |
| Song— <i>Singer or songster.</i> | Astrology— <i>Astrologer.</i> |
| Serve— <i>Servant.</i> | Logic— <i>Logician.</i> |
| Combat— <i>Combatant.</i> | Botany— <i>Botanist.</i> |
| Assist— <i>Assistant</i> | Court— <i>Courtier.</i> |
| Beg— <i>Beggar.</i> | Drink— <i>Drunkard.</i> |
| Lie— <i>Liar</i> | Mutiny— <i>Mutineer</i> |
| Help— <i>Helper.</i> | Engine— <i>Engineer.</i> |
| Solicit— <i>Solicitor.</i> | Study— <i>Student.</i> |
| Visit— <i>Visitor, visitant.</i> | Carry— <i>Carrier.</i> |

VI. English adjectives from :—

| | |
|---|------------------------------------|
| Prose— <i>Prosaic.</i> | Table— <i>Tabular.</i> |
| Death— <i>Deadly.</i> | Boy— <i>Boyish.</i> |
| Poetry— <i>Poetic, poetical.</i> | Circle— <i>Circular.</i> |
| Coward— <i>Cowardly.</i> | Triangle— <i>Triangular.</i> |
| Hero— <i>Heroic.</i> | Angle— <i>Angular.</i> |
| Prince— <i>Princely.</i> | Child— <i>Childish.</i> |
| Sulphur— <i>Sulphurous,</i> <i>sulphuric</i> | Horror— <i>Horrible.</i> |
| King— <i>Kingly.</i> | Slave— <i>Slavish.</i> |
| Beauty— <i>Beautiful,</i> <i>beauteous.</i> | Terror— <i>Terrible, terrific.</i> |
| Wonder— <i>Wondrous,</i> <i>wonderful.</i> | Sheep— <i>Sheepish.</i> |
| Woman— <i>Womanly.</i> <i>womanish.</i> | Force— <i>Forcible, forceful.</i> |
| Pore— <i>Porous.</i> | Centre— <i>Central.</i> |
| Man— <i>Manly.</i> | Peace— <i>Peaceful, pacific.</i> |
| | Crime— <i>Criminal.</i> |
| | System— <i>Systematic.</i> |
| | Voice— <i>Vocal</i> |
| | Custom— <i>Customary</i> |

| | |
|-------------------------|---|
| Fool— <i>Foolish.</i> | Picture— <i>Pictorial, picturesque.</i> |
| Thief— <i>Thievish.</i> | School— <i>Scholastic.</i> |
| Grief— <i>Grievous.</i> | Empire— <i>Imperial.</i> |
| Serve— <i>Servile.</i> | Enemy— <i>Inimical.</i> |

VII. Anglicised Latin adjectives from :—

| | |
|-----------------------------------|---|
| Father— <i>Paternal.</i> | Ear— <i>Auricular.</i> |
| Mother— <i>Maternal.</i> | Mouth— <i>Oral.</i> |
| Brother— <i>Fraternal.</i> | Lip— <i>Labial.</i> |
| Son— <i>Filial.</i> | Tooth— <i>Dental.</i> |
| Man— <i>Human.</i> | Throat— <i>Guttural.</i> |
| Woman— <i>Feminine.</i> | Tongue— <i>Lingual.</i> |
| Boy— <i>Puerile.</i> | Heart— <i>Cordial.</i> |
| Youth— <i>Juvenile.</i> | Foot— <i>Pedal.</i> |
| Wife— <i>Conjugal.</i> | Blood— <i>Sanguine,</i> <i>sanguinary.</i> |
| Body— <i>Corporal, corporeal.</i> | Flesh— <i>Carnal.</i> |
| Head— <i>Capital.</i> | Mind— <i>Mental.</i> |
| Hair— <i>Capillary.</i> | Life— <i>Vital.</i> |
| Nose— <i>Nasal.</i> | Death— <i>Mortal.</i> |
| Eye— <i>Ocular.</i> | |

VIII. Adjectives from :—

(a) Names of animals :

| | |
|---------------------------|-------------------------------|
| Cow— <i>Vaccine.</i> | Lion— <i>Leonine.</i> |
| Ox— <i>Bovine.</i> | Serpent— <i>Serpentine.</i> |
| Horse— <i>Equestrian.</i> | Elephant— <i>Elephantine.</i> |
| Sheep— <i>Ovine.</i> | Fish— <i>Piscatory.</i> |
| Cat— <i>Feline.</i> | Eagle— <i>Aquiline.</i> |
| Dog— <i>Canine.</i> | Bird— <i>Ornithic.</i> |
| Fox— <i>Vulpine.</i> | |

(b) Names of metals :

| | |
|-------------------------------|---------------------------------|
| Iron— <i>Ferric, ferrous.</i> | Diamond— <i>Adamantine.</i> |
| Silver— <i>Argentine.</i> | Copper— <i>Cuprous, cupric.</i> |
| Gold— <i>Auric.</i> | |

(c) Names of directions :—

| | |
|------------------------|--------------------------|
| North— <i>Boreal.</i> | East— <i>Oriental.</i> |
| South— <i>Austral.</i> | West— <i>Occidental.</i> |

(d) The sky and the heavenly bodies :

| | |
|------------------------|----------------------------|
| Sky— <i>Ethereal</i> . | Star— <i>Astral</i> . |
| Sun— <i>Solar</i> . | Heaven— <i>Celestial</i> . |
| Moon— <i>Lunar</i> . | |

(e) Words pertaining to time :

| | |
|-----------------------------------|---------------------------|
| Time— <i>Eternal, temporary</i> . | Night— <i>Nocturnal</i> . |
| Year— <i>Annual</i> . | Month— <i>Menstrual</i> . |
| Day— <i>Diurnal</i> . | Spring— <i>Vernal</i> . |

IX. Further examples of adjectives :—

| | |
|--------------------------------|-----------------------------|
| God— <i>Divine</i> . | Town— <i>Urban</i> . |
| World— <i>Mundane</i> . | City— <i>Civic</i> . |
| Earth— <i>Terrestrial</i> . | Village— <i>Rural</i> . |
| Sea— <i>Marine</i> . | Home— <i>Domestic</i> . |
| Salt— <i>Saline</i> . | Shepherd— <i>Pastoral</i> . |
| Island— <i>Insular</i> . | Flock— <i>Gregarious</i> . |
| Water— <i>Aquatic</i> . | Word— <i>Verbal</i> . |
| Ship— <i>Naval, nautical</i> . | Side— <i>Lateral</i> . |
| Fire— <i>Igneous</i> . | Egg— <i>Oval</i> . |
| Light— <i>Luminous</i> . | Money— <i>Pecuniary</i> . |
| Ray— <i>Radiant</i> . | Taste— <i>Palatable</i> . |
| Wood— <i>Sylvan</i> . | Sight— <i>Visual</i> . |
| Tree— <i>Arboreal</i> . | Touch— <i>Palpable</i> . |
| Flower— <i>Floral</i> . | |

X. To make verbs by adding prefixes :—

(a) By prefixing 'en' : Able—*enable*, act—*enact*, cage—*encage*, camp—*encamp*, case—*encase*, chain—*enchain*, cloud—*encloud*, courage—*encourage*, crust—*encrust*, danger—*endanger*, dear—*endear*, feeble—*enfeeble*, force—*enforce*, grave—*engrave*, gulf—*engulf*, joy—*enjoy*, large—*enlarge*, rage—*enrage*, snare—*ensnare*, slave—*enslave*, trench—*entrench*, etc.

(b) By prefixing 'em' : Balm—*embalm*, bank—*embank*, bark (ship)—*embark*, battle—*embattle*, bed—*embed*, bitter—*embitter*, body—*embody*, bosom—*embosom*, bower—*embower*, box—*embox*, brown—*embrown*, marble—*emmarble*, poison—*empoison*, etc.

(c) By prefixing 'be': Calm—*becalm*, cloud—*becloud*, dazzle—*bedazzle*, dew—*bedew*, dim—*bedim*, fit—*befit*, flower—*beflower*, fool—*befool*, friend—*befriend*, head—*behead*, jewel—*bejewel*, little—*belittle*, mud—*bemud*, mire—*bemire*, night—*benight*, saint—*besaint*, siege—*besiege*, witch—*bewitch*, etc.

(d) By prefixing 'de': Bar—*debar*, base—*debase*, colour—*decolour*, fame—*defame*, foul—*defile*, file—*defile*, fraud—*defraud*, grade—*degrade*, mean—*demean*, throne—*dethrone*.

(e) By prefixing 'im': Peril—*imperil*, prison—*imprison*.

XI. To make verbs by means of suffixes :—

(a) By suffixing 'fy': Beauty—*beautify*, class—*classify*, example—*exemplify*, fruit—*fructify*, clear—*clarify*, false—*falsify*, glory—*glorify*, horror—*horrify*, just—*justify*, liquid—*liquefy*, null—*nullify*, one—*unify*, pure—*purify*, peace—*pacify*, rare—*rarefy*, terror—*terrify*, very—*verify*.

(b) By suffixing 'ate': Decimal—*decimate*, different—*differentiate*, double—*duplicate*, grain—*granulate*, habit—*habituate*, liquid—*liquidate*, necessity—*necessitate*, office—*officiate*, placid—*placate*, substance—*substantiate*, fable—*fabulate*, voice—*vociferate*, vice—*vitiate*.

(c) By suffixing 'ise': Apology—*apologise*, authority—*authorise*, brother—*fraternise*, civil—*civilise*, central—*centralise*, colony—*colonise*, equal—*equalise*, fertile—*fertilise*, human—*humanise*, idol—*idolise*, lion—*lionise*, local—*localise*, magnet—*magnetise*, method—*methodise*, monopoly—*monopolise*, national—*nationalise*, neuter—*neutralise*, patron—*patronise*, plural—*pluralise*, popular—*popularise*, real—*realise*, sermon—*sermonise*, sight—*visualise*, sterile—*sterilise*, sympathy—*sympathise*, system—*systematise*, terror—*terrorise*, vocal—*vocalise*.

(d) By both prefixing and affixing :—

Bold—*embolden*, brief—*abbreviate*, crime—*incriminate*, centre—*concentrate*, climate—*acclimatise*, deaf—

bedeafen, grand—*aggrandise*, grave—*aggravate*, heir—*inherit*, light—*enlighten*, life—*enliven*, people—*depopulate*, poor—*impoverish*, proper—*appropriate*, society—*associate*, solid—*consolidate*, timid—*intimidate*, vapour—*evaporate*, vigor—*invigorate*.

XII. Further examples of obtaining verb derivatives.

(a) By some internal change as :

| | |
|------------------------|---------------------------|
| Advice— <i>advise</i> | Grass— <i>graze</i> |
| Belief— <i>believe</i> | Gold— <i>gild</i> |
| Blood— <i>bleed</i> | Knot— <i>knit</i> |
| Brood— <i>breed</i> | Life— <i>live</i> |
| Calf— <i>calve</i> | Practice— <i>practise</i> |
| Drop— <i>drip</i> | Price— <i>prize</i> |
| Food— <i>feed</i> | Sale— <i>sell</i> |
| Glass— <i>glaze</i> | Tale— <i>tell</i> |
| Thief— <i>thieve</i> . | |

(b) By a final elongation as :—

| | |
|--------------------------|-----------------------|
| Bath— <i>bathe</i> | Knee— <i>kneel</i> |
| Breath— <i>breathe</i> | Nest— <i>nestle</i> |
| Cloth— <i>clothe</i> | Sooth— <i>soothe</i> |
| Hand— <i>handle</i> | Spark— <i>sparkle</i> |
| Haste— <i>hasten</i> | Top— <i>topple</i> |
| Wreath— <i>wreathe</i> . | |

(c) Miscellaneous instances of verbs, as :—

Custom—*accustom*, famine—*famish*, mass—*amass*.

XIII. The meaning of words reversed by adding suitable prefixes.

| | |
|-----------------------------|-------------------------------------|
| Material— <i>immaterial</i> | Resolute— <i>irresolute</i> |
| Mature— <i>immature</i> | Relevant— <i>irrelevant</i> |
| Moderate— <i>immoderate</i> | Just— <i>unjust</i> |
| Modest— <i>immodest</i> | Justice— <i>injustice</i> |
| Moral— <i>immoral</i> | Fair— <i>unfair</i> |
| Patient— <i>impatient</i> | Satisfactory— <i>unsatisfactory</i> |

| | |
|-----------------------------------|---|
| Passable— <i>impassable</i> | Appearance— <i>nonappearance</i> or <i>disappearance</i> |
| Partial— <i>impartial</i> | |
| Noble— <i>ignoble</i> | Conductor— <i>nonconductor</i> |
| Name— <i>ignominy</i> | Compliance— <i>noncompliance</i> |
| Active— <i>inactive</i> | Manage— <i>mismanage</i> |
| Ability— <i>inability</i> | Deed— <i>misdeed</i> |
| Capable— <i>incapable</i> | Lead— <i>mislead</i> |
| Decent— <i>indecent</i> | Guide— <i>misguide</i> |
| Complete— <i>incomplete</i> | Judge— <i>misjudge</i> |
| Edible— <i>inedible</i> | Infect— <i>disinfect</i> |
| Regular— <i>irregular</i> | Order— <i>disorder</i> |
| Rational— <i>irrational</i> | Own— <i>disown</i> |
| Responsible— <i>irresponsible</i> | Please— <i>displease</i> |

Exercise

1. What is meant by derivatives? Explain the words suffix and prefix, and illustrate these.
2. Why are diminutives used? Give the diminutives of Duck, lamb, stream, isle, hill, lass, man, and flower (C. U. 1915 and 1917).
3. Name the words of which the following are diminutives :—Baronet, cageling, changeling, damsel, farthing, hammock, locket, molecule, muzzle, nozzle, pocket, paddock, rosette, signet, cygnet, thimble, youngling.
4. Make abstract nouns denoting (a) quality or action from—Wise, steal, dart, diligent, patriot; (b) denoting office or jurisdiction from—Duke, prince, elector, baron, heir; and make nouns signifying agent or doer from—Song, beg, help, botany, drink, engine, study.
5. Make adjectives from :—Coward, terror, voice, father, wife, heir, throat, foot, fish, bird, copper, east, north, star, spring, island, wood, ray, flock, sight.
6. Form verbs from :—Courage, battle, cloud, mean, foul, peril, beauty, grain, sight, life, proper, timid, food, gold, knee, famine, mass.
7. Reverse the meaning of the following words by adding suitable prefixes :—Mature, active, rational, just, justice, appearance, manage, infect, natural, resolute, partial.

CHAPTER II

SUBSTITUTION OF A GROUP OF WORDS BY A SINGLE WORD

I. Nouns.

1. There were many *persons who saw the thing*—
Spectators.

2. He addressed the *people who were hearing*—
Audience.

3. He hated *the state of being married*—Matri-
mony.

4. He had a large *inheritance from his father*—
Patrimony.

5. He is *one who loves mankind*—A philanthropist.

6. He is *one who hates mankind*—A misanthrope.

7. He is *one who is above race prejudices and looks
upon the whole world as his home*—A cosmopolitan.

8. He is *one who has given up his own religion*—An
apostate.

9. He is *a man who has not married*—A bachelor.

10. He is *one whose wife is dead*—A widower.

11. She is *one whose husband is dead*—A widow.

12. He is *one who has more than two wives at any
time*—A polygamist.

13. He is *one who has two wives at any time*—
A bigamist.

14. He is *one who takes a bright view of things*—An
optimist.

15. He is *one who takes a dark view of things*—A
pessimist.

16. He is *one who is skilled in the use of many languages*—A linguist.

17. He is a *man skilled in the use of swords*—Swordsman.

18. It is a *document written with the hand*—Manuscript.

19. He has *the habit of speaking too highly of himself*—Egotism.

20. It was *his biography written by himself*—Autobiography.

21. He is *one who lives on vegetables*—A vegetarian.

22. I found *a man who eats human flesh*—A cannibal.

23. The people set up *a government through their own representatives*—A democracy.

24. It was *an absolute government by one man*—An autocracy.

25. It is *a remedy for all kinds of disease*—A panacea.

26. He is *one working with others in the same employment*—A colleague.

27. He is *one living with others at the same time*—A contemporary.

28. He is *one hired by a publisher to do literary work*—A hackwriter.

II. Adjectives.

1. This is "what happens every year"—*Annual*.

2. This is "what happens every fifth year"—*Quinquennial*.

3. This is "contrary to law"—*Illegal*.

4. He is "easily made angry"—*Irritable*.

5. The man is "devoid of knowledge"—*Ignorant*.

6. This word is "no longer in use"—*Obsolete*.

7. This language is "no longer spoken"—*Dead*.

8. This letter is "not claimed by anybody"—*Dead*.
9. This letter is "one bearing no name of the writer"—*Anonymous*.
10. This word is "of the same meaning with another"—*Synonymous*.
11. Glass is "liable to be easily broken"—*Brittle*.
12. Gunpowder is "liable to take fire easily"—*Inflammable*.
13. This word is "one that is capable of more than one explanation"—*Equivocal*.
14. This sentence is "capable of more than one interpretation"—*Ambiguous*.
15. The custom is "found all over the world"—*Universal*.
16. He is "not able to endure"—*Impatient*.
17. He is "unwilling to mix with others"—*Unsociable*.
18. He is "not in a position to pay his debts"—*Insolvent*.
19. He is "habitually fond of fighting"—*Pugnacious*.
20. He is "habitually inclined to find fault"—*Censorious*.
21. India rubber is a thing "having the tendency to recover its original form"—*Elastic*.
22. He is "one having the look of a corpse"—*Cadaverous*.
23. He is "more like a woman than a man"—*Effeminate*.
24. Her "delicacy is quite proper to a woman"—*Feminine*.
25. The man is "immoderately greedy of money"—*Avaricious*.
26. This expression is "capable of only one meaning"—*Univocal*.

III. Adjectives—(Continued)

1. Capable of being touched—*Palpable*. Neg.—*Impalpable*.

2. Capable of being heard—*Audible*. Neg.—*Inaudible*.

3. Capable of being seen—*Visible*. Neg.—*Invisible*.

4. Capable of being seen through—*Transparent*. Neg.—*Opaque*.

5. Capable of being penetrated—*Pervious*. Neg.—*Impervious*.

6. Capable of being divided—*Divisible*. Neg.—*Indivisible*.

7. Capable of being read—*Legible*. Neg.—*Illegible*.

8. Capable of being reached—*Accessible*. Neg.—*Inaccessible*.

9. Capable of being tamed—*Docile*. Neg.—*Indocile*.

10. Capable of being elected—*Eligible*. Neg.—*Ineligible*.

11. Capable of being eaten—*Edible*. Neg.—*Inedible*.

12. Capable of being corrected—*Corrigible*. Neg.—*Incorrigible*.

13. Capable of being understood—*Comprehensible*. Neg.—*Incomprehensible*.

14. Capable of being believed—*Credible*. Neg.—*Incredible*.

15. Capable of being solved—*Soluble*. Neg.—*Insoluble*.

16. Capable of being wounded—*Vulnerable*. Neg.—*Invulnerable*.

17. Capable of being burnt—*Combustible*. Neg.—*Incombustible*.

IV. Substitution of words—Miscellaneous :—

- (a) Animals 'that feed on grass'—*Graminivorous*.
Animals 'that feed on herbs'—*Herbivorous*.

Animals 'which feed on insects'—*Insectivorous*.

Animals 'which feed on fishes'—*Piscivorous*.

Animals 'which feed on flesh'—*Carnivorous*.

A 'man who eats human flesh'—*Cannibal*.

(b) 'One having two feet'—*A biped*.

'One having four feet'—*A quadruped*.

'One having four hands'—*A quadrumane*.

(c) Animals 'that live in flocks or herds'—*Gregarious*.

Animals 'that live in water'—*Aquatic*.

Animals 'that live on land'—*Terrestrial*.

Animals 'that pass the winter in torpor'—*Hibernating*.

Animals 'that live both on land and in water'—*Amphibious*.

(d) 'Once in a year'—*Annual*.

'Once in two years'—*Bi-ennial*.

'Once in three years'—*Tri-ennial*.

'Once in four years'—*Quadrennial*.

'Once in five years'—*Quinquennial*.

'Once in ten years'—*Decennial*.

'Once in a hundred years'—*Centennial*.

'Lasting throughout the year'—*Perennial*.

(e) 'Living forty years'—*Quadragenarian*.

'Living seventy years'—*Septuagenarian*.

'Living eighty years'—*Octogenarian*.

'Living one hundred years'—*Centenarian*.

Exercise

1. Substitute a single noun for the portions in italics in the following :—

Many persons who saw the thing were present. He is against the state of being married. He is one who has given up his own

religion. He does not like *one who takes a dark view of things*. He is respected as *one skilled in the use of many languages*. He had with him many documents *written with the hand*. *One who lives on vegetables* is usually healthy. I fell among *men who eat human flesh*. He discovered *a remedy for all kinds of disease*. He is paid as *one hired to do literary work*. 50

2 Replace by a single adjective the portions italicised in the following :—

This is *against law* This word is *out of use*. The Sanskrit language is *no longer spoken* Glass is *liable to be easily broken*. A match stick *is liable to take fire easily*. The custom is *found all over the world*. He is not *in a position to pay off his debts*. The boy is *habitually inclined to find fault*. India rubber is *a thing having the tendency to recover its original form* The word is *one that admits of one meaning only*.

3. Name a single adjective for each of the portions in italics, and give the negative of the adjective so formed :—

Capable of being heard. *Capable of being seen through*. *Capable of being read*. *Capable of being touched*. *Capable of being burnt*. *Capable of being tamed*. *Capable of being eaten* *Capable of being wounded* *Capable of being reached*. *Capable of being believed*.

4 Expand the adjectives in the following into suitable groups of words :—

Carnivorous animals. Herbivorous creatures. Quadrumanous animals. Aquatic birds Amphibious animals. Annual events. Quinquennial repairs. Decennial settlement. Perennial fountain. Octogenarian poet. Bi-ennial increment.

5. Contract into a single word the phrases in italics in the following :—

(a) He was forced to say *this all over again*. (b) The door was *partly open*. (c) The sight inspired her *with courage*. (d) She had taken *upon herself* to awaken others. (e) They said *this with one voice* (f) They sang the song *at one time*. (g) He delivered the speech *without preparation*. (h) He stated the events *in order of time*.

CHAPTER III.

COMPOUND WORDS

I. Kinds of Compound Words in English.

There are two kinds of compound words in English—

1. *Juxtapositional Compounds*, 2. *Syntactical Compounds*

Juxtapositional compounds are those compound words in which the elements or simple words are simply juxtaposed or placed side by side without being connected together by any strict grammatical relation ; e.g., Ear-ring, lamp oil, horse-race, etc. In all such compounds the first element defines the second.

Syntactical compounds are those compound words, the component elements of which are connected together by some grammatical relation ; e.g., Pick-pocket, cut-throat, break-fast, etc. In all these instances the second element of the compound is a noun in the objective case after the transitive verb which forms the first element.

II. The various ways in which Juxtapositional Compounds are formed in English.

Compound words, of whatever class, are either nouns, adjectives or verbs. The following ways are usually found, in which Juxtapositional Compounds are formed :—

To make Nouns

(a) A noun placed by the side of another noun, forming a noun ; e.g., Ring + finger = ring-finger.

(b) A noun preceded by a gerund, forming a noun e.g., Walking + stick = walking-stick.

(c) A *noun* preceded by an *adverb*, forming a *noun* ;
e.g., Under + current = under-current ; under + wood =
underwood ; out + law = outlaw.

2. To make Adjectives.

(a) An *adjective* preceded by a *noun*, forming an
adjective ; e.g., Blood + red = blood-red ; jet + black =
jet-black, etc.

(b) A *participle* preceded by a *noun*, forming an
adjective ; e.g., Famine + stricken = famine-stricken.

(c) A *noun* followed by a *noun*, forming an *adjective* ;
e.g., Lion + heart(ed) = lion-hearted.

(d) An *adjective* followed by an *adjective*, forming an
adjective ; e.g., Blue + black = blue-black.

(e) An *adjective* followed by a *participle*, forming
an *adjective* ; e.g., Half + done = half-done ; full + blown
= full-blown.

3. To make Verbs.

(a) A *noun* followed by a *verb*, forming a *verb* ; e.g.,
Horse + whip = horse-whip.

(b) An *adjective* followed by a *verb*, forming a *verb* ;
e.g., White + wash = white-wash.

III. The various ways in which Syntactical Compounds are formed in English :—

1. To make Nouns.

(a) A *transitive verb* followed by its object (*noun*),
forming a *noun* ; e.g., Pick + pocket = pick-pocket.

(b) A *transitive verb* preceded by its object (*noun*),
forming a *noun* ; e.g., Snake + charm(er) = snake-charm-
er ; watch + mak(ing) = watch-making.

(c) A *verb* preceded by its qualifying *adverb*, forming
a *noun* ; e.g., Out + break = outbreak.

(d) A *verb* followed by its qualifying *adverb*, forming a *noun* ; e.g., Fare+well = farewell.

(e) A *noun* preceded by its qualifying *adjective*, forming a *noun* ; e.g., Noble+man = nobleman.

(f) A *noun* preceded by its qualifying *participle*, forming a *noun* ; e.g., Finishing+stroke = finishing-stroke.

(g) A *noun* preceded by a qualifying *possessive noun*, forming a *noun* ; e.g., Trade's+man = tradesman.

(h) A *noun* followed by another *noun* in *apposition* with it forming a *noun* ; e.g., Oak+tree = oak-tree.

(i) A *noun* preceded by its *governing preposition*, forming a *noun* ; e.g., After+noon = after-noon.

2. To make Adjectives.

(a) A *noun* preceded by its qualifying *adjective*, forming an *adjective* ; e.g., Thin+skin-(ned) = thin-skinned.

(b) A *noun* preceded by the *present participle* of some (*tr.*) *verb*, forming an *adjective* ; e.g., Blood+curdling = blood-curdling.

(c) A *noun* preceded by a *governing preposition*, forming an *adjective* ; e.g., Under+ground = underground.

3. To make Verbs.

(a) A *verb* preceded by a qualifying *adverb*, forming a *verb* ; e.g., back+bite = back-bite.

(b) A *verb* followed by its qualifying *adverb*, forming a *verb* ; e.g., Carry+out = carry-out ; (this mode of formation is rare).

IV. Compound Nouns formed (a) by joining two verbs, (b) by joining a preposition to a verb, (c) by combining an adverb with a verb.

(a) Make-shift ; hear-say ; make-believe.

(b) Go-between.

(c) Down-fall ; Go-ahead ; break-down ; draw-back

V. Reduplicatives.

Reduplicatives are compound words formed by the repetition of a syllable, or of the initial part, in word-formation ; e.g., Chit-chat ; zig-zag ; topsy-turvy ; tit-bit ; pell-mell ; tip-top ; riff-raff ; hodge-podge.

VI. Some compounds in which the positions of the two members are interchanged.

Ink-pot—A pot in which ink is kept.

Pot-ink—Ink kept in pots, and not anywhere else.

Leather-cover—A cover made of leather.

Cover-leather—Leather used in cover.

Ring-finger—A finger on which rings are worn.

Finger-ring—A ring for fingers only, not for the nose or the ear.

Copper-plate—A plate made of copper.

Plate-copper—Copper which is meant for or beaten into plates.

Lamp-oil Oil burnt in lamps.

Oil-lamp—A lamp fed with oil.

Lead-pencil—A pencil in which lead is used.

Pencil-lead—Lead meant for pencils only.

Rose-plant—A plant bearing rose flowers.

Plant-rose—A rose that has grown on a plant ; not artificial.

A race-horse—A horse specially trained for races.

A horse-race—A race run by horses.

Fruit-garden—An orchard ; a garden for growing fruits.

Garden-fruit—Fruit grown in a garden ; not wild.

Press-hand—A man who works in a press.

Hand-press—A press worked with the hand ; not with steam or electricity.

N. B.—Notice carefully these and similar two-worded compounds in which the position of the two elements is alternately changed.

VII. Distinction between expressions formed out of words compounded and not compounded.

A red coat—A coat of red colour.

A red-coat—A British soldier.

A red book—A book with a red cover.

A red-book—A book containing the names of all persons in the service of the state.

A black book—A book with a black cover.

A black-book—An official document recording the names of persons deserving punishment.

A blue book—A book with a blue cover.

A blue-book—Reports and other documents published by Parliament.

A blue jacket—Any jacket of blue colour.

A blue-jacket—A British seaman in the navy.

A round head—A head that is round in shape.

A round-head—A Puritan, in the reign of Charles I, so called from the fashion of his hair cut close to the head.

A noble man—A man of generous character.

A noble-man—A man of aristocratic descent.

A slave trader—A merchant who is himself a slave.

A slave-trader—One who buys and sells slaves.

A singing master—A master who sings.

A singing-master—A master who teaches singing.

An old book-shop—The book-shop itself is old.

An old-book shop—A shop to sell old books.

A black bird—Any bird of black colour.

A black-bird—A bird the male of which is black with a yellow bill.

A green cloth—Any cloth of green colour.

A green-cloth—A gaming table.

A holy day—Any day set apart for devotional purposes.

A holiday—A day of rest and recreation.

A cow catcher—The man who catches cows.

A cow-catcher—An apparatus on the front of railway engines to throw off obstacles.

A man of war—A soldier.

A man-of-war—A big battle-ship.

N. B.—Notice the difference in meaning in these cases where the parts are once combined and once separated.

VIII. Compound words turned into equivalent phrases with appropriate prepositions to connect the words of which they are formed.

Fire-engine—An engine for (extinguishing) fire.

Fire-escape—Apparatus for saving people in burning houses.

Fire-proof—Proof against fire.

Heart-sick—Sick at heart.

Home-sick—Sick for home.

Blood-thirsty—Having thirst for blood

Blood-stained—Stained with blood.

Horse-dealers—Dealers in horses.

Star-gazers—Gazers at stars (meaning astrologers).

Tea-cup—Cup for drinking tea in.

Weather-wise—Wise in (against) the weather.

Weather-bound—Bound (delayed) by (bad) weather.

Home-bound—Bound for home.

Hard-hearted—(One) hard of heart.

Guess-work—Work by guess.

Self-confidence—Confidence in self.

IX. Difference in meaning between :—

Out-look—The out-look of crops is not hopeful in Bengal.

Look-out—He was on the look-out for symptoms of danger.

Over-reach—No honest business-man over-reaches his customers.—(Deceives).

Reach over—The bamboo was not long enough to reach over the top of the tree.

Shot up—The rocket shot up in the air in the twinkling of an eye.

Up-shot—Nobody knows what the up-shot of the quarrel was.—(Result).

Stand with—I shall stand with you (support you), whatever happens.

Withstand—He failed to withstand the shock of the combined attack.

X. (a) Compound Nouns in which the following are used adjectivally :—

Court, cart, lump, office, lamp, race, water, gate.

Court-dress, cart-load, lump-sum, office-bearer, lamp-oil, race-horse, water-pump, gate-money.

(b) Compound Adjectives in which the following are used adverbially.

Knee, sea, weather, head, ice, stone, coal, snow.

Knee-deep, sea-green, weather-beaten, head-strong, ice-bound, stone-deaf, coal-black, snow-white.

(c) Compound Nouns in which the following are used adjectivally.

Air, earth, house, life, head, wood.

Air-gun, earth-worm, house-tax, life-blood, head-master, wood-cutter.

(d) Compound Adjectives in which the following are used adverbially.

Sky, foot, storm, skin, sun, moon.

Sky-blue, foot-sore, storm-tossed, skin-tight, sun-dried, moon-lit.

(e) **Compound Nouns in which the following are used as adjectives.**

Blood, gun, sword, book, battle, birth, foot, hand, tooth.

Blood-vessel, gun-maker, sword-bearer, book-seller, battle-axe, birth-right, foot-wear, hand-machine, tooth-ache.

(f) **Compound Adjectives in which the following are used as adverbs.**

Fire, heart, machine, cloth, hard, hot, right, milk, sad.

Fire-proof, heart-sore, machine-made, cloth-bound, hard-hearted, hot-headed, right-minded, thick-skinned, sad-faced.

XI. Expressions replaced by a single compound noun.

The prince who succeeds to the throne—*Crown-prince*.

One acknowledged by law to be the heir—*Heir-apparent*.

A place strong to hold out against attack—*Stronghold*.

One spending the savings of thrift—*Spendthrift*.

One punished for what another does—*Scapegoat*.

One who suits his opinions to the times—*Time-server*.

A cock-shaped vane to show which way the wind blows—*Weather-cock*.

A man stealing from other men's pockets—*Pick-pocket*.

A man who cuts other people's throats—*Cut-throat*.

A screw for drawing corks from bottles—*Cork-screw*.

A court of military officers to try offenders in the army—*Court-martial*.

A chair with arms—*Arm-chair*.

A house kept hot for the rearing of tender plants—*Hot-house*.

A glass-covered bed heated for the rapid growth of plants—*Hot-bed*.

One bearing the same name as another—*Name-sake*.

One who enters a house by day for stealing—*House-breaker*.

Anything set up to scare away crows—*Scare-crow*.

XII. Single compound adjectives substituted for certain expressions.

Weakly subject to his wife—*Hen-pecked*.

Too tight to admit air—*Air-tight*.

Likely to cause a broken neck—*Break-neck* (e.g., break-neck speed).

High as the breast—*Breast-high* (wall).

Diseased in the understanding—*Brain-sick* (man).

Having the grain crossed (n. perverse)—*Cross-grained*.

Completely drunk—*Dead-drunk*.

Timid like a chicken—*Chicken-hearted*.

Having read many good books—*Well-read*.

Confined to bed—*Bed-ridden*.

As white as milk—*Milk-white*.

Bare to the thread (n. ragged)—*Thread-bare*.

Deaf like stone—*Stone-deaf*.

Speaking with plain, rough sincerity—*Plain-spoken*.

Saving small sums without caring for larger—*Penny-wise*.

Partially warm (n. indifferent)—*Luke-warm*.

Bound for a distant port—*Out-bound*.

Having a keen scent—*Quick-scented*.

XIII.

'Re' forming the initial part of certain words affects the meaning of the words.

Re-bite—to bite again.

Rebite—to freshen the worn lines in a plate.

Re-claim—to claim again.

Reclaim—to bring back from a wild state.

Re-collect—to collect again.

Recollect—to remember (with effort).

Re-count—to count again.

Recount—to narrate.

Re-cover—to cover again.

Recover—to possess again.

Re-create—to create again.

Recreate—to refresh (*e.g.*, the mind).

Re-dress—to dress again.

Redress—to set right.

Re-form—to form again.

Reform—to make better.

Re-mark—to mark again.

Remark—to observe, to say something.

Re-fuse—to melt again.

Refuse—to reject.

Re-press—to press again.

Repress—to quell.

Exercise

1. How many kinds of compound words are there in English? Explain and illustrate.

2. Name with examples the various ways in which compound words are formed in English.

3. Explain Reduplicatives. Cite examples.

4. Give two compound words of each of the following classes :—

(a) Two nouns; (b) Noun and adjective; c Verb and noun; (d) Reduplicatives. (C. U. Entrance, 1898.)

5. Form compounds from these pairs of words :—

Head and hard, fist and close, grain and cross, finger and light; skin and thin; brass and face.

Indicate the meanings of the compounds so formed. (C. U. Entrance 1901)

6. Make illustrative sentences to show the difference in meaning between :—

Ring-finger and finger-ring; A blue jacket and a blue-jacket; A round head and A roundhead; Stand with and withstand; Look out and outlook.

Re-claim and Reclaim; Re-dress and Redress; Re-fuse and Refuse.

7. Replace each of the expressions in italics by a single compound word :—(a) The *prince who succeeds to the throne*; (b) He was *one punished for what another did*; (c) I found a *screw for drawing corks from bottles*; (d) He was a husband *weakly subject to his wife*; (e) The man was *timid like a chicken*; (f) The villain was *completely drunk*; (g) He caught the *man who entered his house by day for stealing*; (h) They accused him as *one spending the savings of thrift*

8. Form :—(a) Compound nouns in which the words *court, race, earth, life, bottle and hand* are used as adjectives; (b) Compound adjectives in which *knee, head, stone, coal, foot, skin and moon* are used adverbially.

CHAPTER IV

DIFFERENCES IN THE USE OF WORDS

An attempt will be made in this chapter to bring out the differences in the use of certain words in English. The subject is too vast to be dealt with exhaustively in a small book like this. It requires a thorough and separate study, and the student who is so inclined may profitably consult authorities like Messrs. Crabb, Graham and French. It is intended in the following few pages to indicate only the line of study and to explain certain examples.

We find in books on English literature (*i*) that some words have almost the same pronunciation, but are used in different senses; (*ii*) that some words have almost the same sound, but they vary in their meanings; (*iii*) that in certain cases, the words are different, but have almost the same, though not entirely the same meaning; and finally, (*iv*) the same word may be used in different senses in different contexts. Now, all such words are liable to create confusion in the minds of young learners. Some instances are given here to illustrate the points raised, so that students may be on their guard against a faulty selection of words in their composition. Let us first take up

I. Words having almost a similar pronunciation.

Altar—a place for religious offerings, *e.g.*, The Hindus on the town erected an *altar* to the god *Siva*.

Alter—to make partial changes, *e.g.*, The timings of the train were *altered* to suit public convenience.

Adopt—to have recourse to. *e.g.*, They *adopted* unfair means to pass in the examination.

Adapt—to suit, *e.g.*, The book has been *adapted* to the requirements of the Text-book Committee.

Air—The *air* that was blowing was fresh and pure.

Heir—Ram was the only *heir* to the vast estate.

Antique—ancient, *e.g.*, It was an *antique* custom.

Antic—juicer, *e.g.*, The *antic* gestures of the 'magician drew forth the laughter of the children.

Assent—consent, *e.g.*, The Bill has received Royal *assent*.

Ascent—upward motion, *e.g.*, The children curiously watched the *ascent* of the smoke.

Augur—foretell, *e.g.*, The timely rains this year *augur* a bumper crop.

Auger—a kind of tool, *e.g.*, The carpenter very skilfully handled the *auger* in making holes.

Bail—security, *e.g.*, The prisoner was released on *bail*.

Bale—bundle, *e.g.*, There were thirty *bales* of jute.

Berth—In a train, or on board a ship, the place to sleep in is called a berth. *e.g.*, He reserved a comfortable *berth* on board the *Maloja*.

Birth—He is a man of aristocratic *birth* (*i.e.* descent).

Beach—a kind of tree, *e.g.*, The *beach* is a useful European tree.

Beach—He was walking on the *beach* (sea-shore).

Boar—the animal, *e.g.*, He is fond of hunting *boars*.

Bore—a tidal flood, *e.g.*, The *bore* rushed with great violence up the estuary of the river.

Borrow—to obtain on loan, *e.g.*, He has *borrowed* money.

Borough—Rotten *boroughs* were abolished in England in 1832.

Canon—a law or rule, *e.g.*, It is an accepted *canon* of morality.

Cannon—a big gun, *e.g.*, The Russian *cannon* boomed in front of them.

Canvas—a kind of coarse cloth, *e.g.*, The sails were made of *canvas*.

Canvass—to seek or solicit, *e.g.*, He is *canvassing* for votes.

Calendar—almanac, *e.g.*, I had a fine wall *calendar*.

Calender—a press for smoothing cloth, *e.g.*, I had my cloth pressed in a *calender*.

Cemetery—a burial ground, *e.g.*, He was buried in the European *cemetery* of the town.

Symmetry—due proportion, *e.g.*, There is perfect symmetry of features between the two brothers.

- Cession**—giving up, *e.g.*, 'The king had to satisfy his enemy with the *cession* of a part of his territories.
- Session**—the sitting of a court or public body, *e.g.*, 'He was tried at the July Sessions of the High Court.
- Check**—restraint, *e.g.*, There must be some *check* to his mad career.
- Cheque**—an order for money on a bank, *e.g.*, He issued a *cheque* for Rs. 500 on the Imperial Bank.
- Choir**—a band of singers, *e.g.*, She is one of the village *choir*.
- Coir**—the fibre of the husk of a cocoanut, *e.g.*, The rope was made of *coir*.
- Quire**—twenty-four sheets of paper taken together, *e.g.*, I bought 3 *quires* of paper.
- Cite**—to quote, *e.g.*, He *cited* some verses from memory.
- Site**—situation, *e.g.*, The original *site* was abandoned for the new one.
- Sight**—view, *e.g.*, It was a pleasant *sight*.
- Coarse**—rough, as opposed to fine, *e.g.*, He wore a kind of *coarse* cloth.
- Course**—the road or track on which a thing runs, *e.g.*, The *course* of the river was obstructed.
- Cord**—a small, thick string, *e.g.*, He pulled the *cord* of the bell to give the alarm.
- Chord**—in Geometry, *e.g.*, A *chord* is a straight line joining two points in the curve of a circle.
- Corporal**—pertaining to the body, *e.g.*, Caning is a severe form of *corporal* punishment.
- Corporeal**—having a body or substance, *e.g.*, The *corporeal* frame of the *Sadhu* vanished from sight.
- Core**—the inmost part, *e.g.*, He loves me from the *core* of his heart.
- Corps** (pron kor)—a division of an army, *e.g.*, The French raised a splendid *corps* of troops.
- Compliments**—praise or regard *e.g.*, He paid his best *compliments* to his friend for the work.
- Complement**—that which completes, *e.g.*, 'The angle ABD is the *complement* of the angle DBC, for both make up the right angle ABC.
- Council**—an assembly, *e.g.*, The *council* was dissolved in July, 1925.

Counsel—advice, *e.g.*, He gave me *good counsel*.

Defy—to challenge or set at naught, *e.g.*, You should not *defy* the power of the Executive.

Deify—to worship as a god, *e.g.*, Some authors *deify* Napoleon Bonaparte.

Differ—to disagree, *e.g.*, The Judge *differed* with the Jury and convicted the accused

Defer—(1) to delay, *e.g.*, Hope should not be further *deferred*.
(2) To have respect for, *e.g.*, He *deferred* to the wishes of his elder brother.

Diseased—suffering from disease, *e.g.*, He did not like to purchase the *diseased* animal.

Deceased—dead, *e.g.*, He helped the family of his *deceased* friend with money.

Dissent—to disagree, *e.g.*, The bill was passed, though a few members *dissented*.

Descent—origin, *e.g.*, He traced his *descent* from royal progenitors.

Elicit—to draw out, *e.g.*, He *elicited* much valuable information from the witness.

Illicit—unlawful, *e.g.*, They carried on an *illicit* trade in opium, and were convicted on detection.

Elude—to avoid by stratagem, *e.g.*, He very cleverly *eluded* my grasp.

Illude—to deceive, *e.g.*, He was *illuded* into the false hope that his mother would return.

Emerge—to come out, *e.g.*, A hooded serpent suddenly *emerged* from under the grass.

Immerge—to plunge into, *e.g.*, As soon as he *immerged* his hand into ice cold water, the bleeding stopped.

Emigrant—one going out of a country to settle in another, *e.g.*, The Indian *emigrants* settled in the Fiji Island.

Immigrant—one coming into a country to settle in it, *e.g.*, The Moguls were *immigrants* into India.

Eminent—famous, *e.g.*, He is an *eminent* physician.

Imminent—impending, *e.g.*, He was saved from the *imminent* danger of being killed.

Eruption—a bursting forth, *e.g.*, Volcanic *eruptions* destroy many flourishing cities.

Irruption—a sudden inroad, *e.g.*, Barbarian tribes devastated Europe by their sudden *irruptions*.

Hoard—amass, *e.g.*, He *hoarded* a large wealth by lending money at a high rate of interest.

Horde—a wandering band, *e.g.*, Pathan *hordes* repeatedly poured into India.

Jealous—He was a *jealous* husband.

Zealous—enthusiastic, *e.g.*, He was noted for his *zealous* devotion to duty.

Lightning—a flash (बिजली), *e.g.*, One of the boys was struck by *lightning*.

Lightening—making light, *e.g.*, His only prayer to the Magistrate was for *lightening* the punishment.

Loath (*adj.*)—unwilling, *e.g.*, He was *loath* to give up his claim to the property.

Loathe (*v.*)—to hate, *e.g.*, I *loathed* his sight I *loathe* taking unfair means at an examination.

Palate—taste, *e.g.*, It is hard to procure a *palatable* agreeable to his *palate*.

Pallet—a rough bed, *e.g.*, The dying soldier was lying on a *pallet* of straw.

Physic—medicine, *e.g.*, He obstinately refused to take the *physic*.

Physique—the bodily constitution, *e.g.*, A healthy and robust *physique* is the essential qualification for outdoor service.

President—one who presides, *e.g.*, The District Magistrate was the *President* of the meeting.

Precedent—An exactly similar case or event that has already happened, *e.g.*, Is there any *precedent* for such a course of action?

Principal (*n.*)—(1) the chief of a staff, *e.g.*, Mr Barrow was the *Principal* of the Presidency College. (2) The money borrowed, *e.g.*, He is unable to pay off the interest, not to speak of the *principal*. (*adj.*) chief, *e.g.*, What is the *principal* source of his income?

Principle (*n.*)—a rule of life, *e.g.*, He is a man of firm principles.

Soar—to fly above, *e.g.*, These birds can *soar* very high in the sky.

Sore (*adj.*)—(1) afflicted, *e.g.*, His heart was *sore* at the bereavement; (2) severe, *e.g.*, It was a *sore* trial for the unfortunate man; (*n.*) wound, *e.g.*, The horse had an angry *sore* on his left foot.

Team—a company, *e.g.*, Mohanbagan fielded their best *team* in the match.

Teem (*v.*) to be full of, *e.g.*, The river Ichhamati teems with crocodiles.

II. We next take up some words having almost the same sound, but really different in meaning:

Access—admittance, *e.g.*, In these days it is difficult to have free *access* to kings and governors

Excess—that which is more than the required quantity, *e.g.*, He is primarily responsible for the *excess* payment.

Abate—to grow less, *e.g.*, His fever *abated* a little in the evening.

Abet—to aid (in a bad sense), *e.g.*, It is criminal to *abet* a Sati.

Abject—mean, *e.g.*, He is not accustomed to *abject* flattery.

Object (*n.*)—intention, *e.g.*, What was your *object* in going there?
(*v.*) oppose—He strongly *objected* to the proposal

Affect (*v.*)—to move the feelings, *e.g.*, The sight of misery *affected* him very much

Effect (*n.*)—result, *e.g.*, His good advice did not produce any *effect* on the boy's mind; (*v.*) accomplish, *e.g.*, He very cleverly *effected* his escape.

Aisle (*n.*)—any lateral division of any part of a church, *e.g.*, The *aisles* of the church were crowded with people

Isle—a small island, *e.g.*, He is gone on a change to the *Isle* of Wight.

Allusion—a reference, *e.g.*, He made no *allusion* to the money that was lost

Illusion—a false appearance, *e.g.*, Some Hindu sages call the world an *illusion*.

Apposite—suitable, *e.g.*, It was a very *apposite* remark

Opposite—antagonistic, *e.g.*, He took the *opposite* side in the argument.

Accident—An unforeseen event, *e.g.*, The driver could not be held responsible for the *accident*.

Occident—The West generally, *e.g.*, Christianity was born in the orient and spread in the *occident*.

Abjure (*v.*)—to renounce solemnly, *e.g.*, He repented his folly and *abjured* the company of his wicked associates

Objure—to swear, *e.g.*, He *objured*, by all that is holy and unholy on the earth, to get his desire fulfilled.

Bier—any wooden frame¹ to carry the dead, *e.g.*, The dead body of the woman was carried in a *bier*.

buyer—one who buys, *e.g.*, Things could not be sold for want of *buyers*.

Betel (पान)—a plant the leaves of which are chewed in India, *e.g.*, *Betel* leaves are chewed after meals in India.

Beetle—an insect, *e.g.*, A cockroach is not a true *beetle*.

Casual—accidental, *e.g.*, He was away on two days' *casual* leave.

Causal—indicating cause, *e.g.*, Is there any *causal* relation between the moon and the tides?

Cite—to quote, *e.g.*, He was asked to *cite* the last few lines of the poem.

Site—position, *e.g.*, The building stood on a beautiful *site*.

Sight—scene, *e.g.*, The illuminations presented a beautiful *sight*.

Collision—clashing, *e.g.*, Many lives were lost in that railway *collision*.

Collusion—intrigue, *e.g.*, The black-hearted villain acted in *collusion* with the woman and stole the ornament.

Custom—an established usage, *e.g.*, The Hindus have the *custom* of burning dead bodies.

Costume—The Bengalis are now anxious to have a national *costume*.

Deposal—removing from a high station, *e.g.*, The people loudly clamoured for the *deposal* of the king.

Disposal—settlement, *e.g.*, The case is now under the final *disposal* of Government.

Imperial—pertaining to the king or the empire, *e.g.*, You should always bow to *imperial* authority.

Empirical—obtained from experience, *e.g.*, His knowledge is *empirical*.

Key—that which opens, *e.g.*, This is the only *key* to success.

Quay—wharf, *e.g.*, The ship stopped at the *quay* for unloading.

Ore—The *ore* is that original state of a metal when it is mixed with earth and other substances.

Oar—The boat was rowed by means of an *oar*.

Phlegm—The temperament that is not easily excited consists chiefly of *phlegm* (one of the four elements in the composition of the blood).

Flame—the blaze of fire, *e.g.*, The lamp was burning with a steady *flame*.

Proceed—to go forward, *e.g.*, He *proceeded* with quick steps.

Precede—to go before, *e.g.*, The definite article must *precede* the Verbal Noun.

People—a nation, *e.g.*, The French are a brave *people*.

Pupil—one who is taught, *e.g.*, I have now twenty *pupils* under my tuition.

Refuse—to reject, *e.g.*, The prayer was *refused*.

Refuge—shelter, *e.g.*, The helpless man took *refuge* with the kind-hearted Inspector of Police.

Ring (*n.*)—a circle, *e.g.*, The *rings* on the coconut tree indicate its age; (*v.*) to tinkle, *e.g.*, The small bells began to *ring* at once.

Wring (*v.*)—to force out by twisting, *e.g.*, Water was *wrung* out of the cloth by the servant.

Register—a record, *e.g.*, The teacher signed his name in the *register* of attendance.

Registrar—one who keeps an official record, *e.g.*, He is the *registrar* of births, marriages and deaths.

Reverend—a dignitary of the church, *e.g.*, The Rev. Alfred Thomas was the officiating priest

Reverent—submissive, humble, *e.g.*, He stood before me in a *reverent* attitude.

Stair—a flight of steps, *e.g.*, He could not easily ascend the winding *stairs*.

Stare—to gaze at, *e.g.*, It is rude to *stare* at ladies.

Tamper—to meddle secretly and unfairly, *e.g.*, He was prosecuted for *tampering* with the official records.

Temper—state of the mind, *e.g.*, Do not try his *temper* which is not very obliging.

Union—agreement or combination, *e.g.*, *Union* is strength; we fall when we are divided.

Unison—harmony of sound, *e.g.*, The various instruments were played in *unison*.

Yoke—bondage, *e.g.*, Akbar very cleverly managed to throw off the yoke of his guardian.

Yolk—the yellow portion of the egg, *e.g.*, The white of the egg is lighter than the *yolk*.

Exercise

1. Frame sentences to illustrate the difference in meaning between the following pairs of words :—Altar and Alter; Air and Heir; Antique and Antic; Assent and Ascent; Bail and Bale; Bard and Bird; Berth and Birth; Cheque and Check; Complement and Complement; Chord and Cord; Cite and Site; Deceased and Diseased; Eminent and Imminent; Principal and Principle; Physique and Physic; Team and Teem.

2. Correct any misuse of words in the following :—He stood before me in a reverend attitude. The Reverent Alfred Noakes is the bishop of Madras. He asked me to refuge his prayer. He took refuse in the house. He preceded with the business. The definite article proceeds the verbal noun. There was a serious railway collusion at Issurdi Junction. He made a very opposite remark. The servant acted in collision with the woman and killed his master. The boat took me to the apposite side of the river. The miserable sight effected me very much. The thief cleverly affected his escape. Iron is obtained from oars. The boat was pulled by ores.

3. Select suitable words for insertion in the places left blank in the following :—He was absent on three days'—leave. There is a—relation between the moon and the tides. The building stood on a beautiful—. The lights presented a beautiful—. The Indian—settled in the Fiji Island. The Mogols were—into India. He never inflicts—punishment. The—frame of the *Sadhu* vanished from sight. He pulled the—of the bell to give the alarm. A—is a straight line which joins two points in the curve of a circle. The—of the Vesuvius destroyed the city of Pompeii. The Huns devastated Europe by their—. The District Magistrate was the—of the meeting. There is no—for such a course of action.

III. We now pass on to the consideration of different words having almost the same meaning.

Alter—indicates a partial change, *e.g.*, The 'timings' of the train were *altered* to suit the needs of the people.

Change—indicates the substitution of one thing for another, *e.g.*, The *changes* in the instructive staff of the school were made at the request of the guardians.

Artisan—a man trained in the mechanic arts, *e.g.*, The blacksmith is an *artisan*.

Artist—one skilled in the fine arts, *e.g.*, The musician is a first class *artist*.

Avenge—to justly punish evil-doers, *e.g.*, The death of the innocent traveller was *avenged* by his companion.

Revenge—to punish in a malicious spirit. It is a very bad manifestation of spite and vindictiveness, *e.g.*, My cousin *revenged* himself on his rival by spreading a scandal against him.

Compulsion—implies the application of physical force, *e.g.*, It was under *compulsion* from his teacher that he wrote the exercise over again.

Obligation—is moral, *e.g.*, I am under an *obligation* to act up to my promise.

Contagious (संक्रामक)—when the poison is communicated by actual contact, *e.g.*, Itches are *contagious*; small-pox is *contagious*.

Infectious (संक्रामक)—when the communication takes place by any means whatever, through the air, for example, *e.g.*, Kalazar is *infectious*. He caught the typhoid *infection*.

Continuous—unceasing, without break, *e.g.*, It was a *continuous* narrative. The rain was *continuous*, *i.e.*, there was no break.

Continual—lasting for some time, but with breaks, *e.g.*, There were *continual* showers for a week *i.e.*, The duration of the rain was a week, but there were occasional breaks.

Corpes—The dead body of a human being is called a *corpe*.

Carcass—The dead body of a lower animal is called a *carcass*, *e.g.*, The *carcass* of a dog.

Crime—that which violates the law made by a government, *e.g.*, Homicide is a *crime* and punishable under the law.

Vice—that which goes against morality, *e.g.*, Untruthfulness is a *vice*; idleness is a *vice*.

Sin—is a violation of the law of God, *e.g.*, He was punished for the *sin* of apostasy.

Devoted—to a good cause, *e.g.*, A part of his income was *devoted* to helping the poor.

Addicted—always used in a bad sense, *e.g.*, He was *addicted to* drinking.

Doubt—implies absence of conviction, *e.g.*, I *doubt* whether he can pass the examination.

Suspect—implies the inclination to believe, *e.g.*, I *suspect* that he is guilty.

Freedom—the natural state or the absence of restraint with which a man is born, *e.g.*, The birds of the air and the beasts of the forest enjoy *freedom*.

Liberty—shows that the man enjoying it was once restrained, *e.g.*, The prisoner was set at *liberty*.

Childlike—used in a good sense, as befitting a child, *e.g.*, The Professor possessed *childlike* simplicity.

Childish—used in a rather bad sense, not befitting an adult, *e.g.*, This is simply a *childish* demand put forward by the man.

Informer—a spy, *e.g.*, He is a police *informer* (2853).

Informant—one who gives information, *e.g.*, My *informant* is more reliable than yours (not necessarily in a bad sense).

Womanly—befitting a woman, admirable in a woman, *e.g.*, She was noted for the many *womanly* qualities that graced her heart.

Womanish—The sense is contemptuous—what might suit a woman, but is most unbecoming in a man, *e.g.*, He has been shedding *womanish* tears over the loss of a paltry sum of money.

Discover—to find out what has already been in existence, but hitherto unknown, *e.g.*, Columbus *discovered* America. ' Vasco-de-Gama *discovered* the Cape-route to India.

Invent—To find out a new thing from the materials already in existence, *e.g.*, The steam-engine was *invented* by the genius of James Watt.

Popular—Liked by people, *e.g.*, He is a *popular* officer.

Populous—Full of people, *e.g.*, Calcutta is a *populous* city.

Receipt—the act of receiving, *e.g.*, I went there on *receipt* of the letter.

Reception—welcome, *e.g.*, The people gave the prince a hearty *reception*.

Deny—to disown, *e.g.*, He *denied* the statement which he had made.

Refuse—not to accept, *e.g.*, He *refused* the invitation.

Observation—thorough examination, *e.g.*, He cultivated the habit of *observation* in early life.

Observance—performance, *e.g.*, The *observance* of the *namaz* is obligatory on all Mahomedans

Virtuous—righteous, *e.g.*, His father is a *virtuous* man.

Virtual—nominal, not actual, *e.g.*, The vizier was the *virtual* ruler of the country.

Spiritual—Relating to the spirit or the soul, *e.g.*, Swami Vivekananda was my *spiritual* guide.

Spirituous—Pertaining to alcohol, *e.g.*, Wine is a *spirituous* liquor.

Temporary—lasting for a short time, *e.g.*, It was a *temporary* appointment.

Temporal—as opposed to spiritual, secular, *e.g.*, His *temporal* possessions are small.

Exercise

1. Fill up the blanks in the following with suitable words :—

The Judge sentenced him to death for the——of homicide. The ——of smoking should be discouraged. Apostacy is a ——which is punished by the church. He was never——to drinking, but was always——to doing good to others. I——whether he can be let off without punishment, for he is——of taking unfair means at the examination. Though the prisoner was set at——, yet his——of movement was curtailed. Newton——the laws of gravitation and Galileo——the telescope. The coppersmith is an——and the painter is an——. The Headmaster made——in the routine in view of the——in the instructive staff.

2. Make sentences to distinguish between .—

Allusion and Illusion ; Bier and Buyer ; Costume and Custom ; Imperial and Imperious ; People and Pupil ; Register and Registrar ; Temper and Tamper ; Contagious and Infectious ; Compulsion and Obligation ; Womanly and Womanish ; Refuse, and Deny ; Verbal and Verbose.

PART IV

CHAPTER I

INTERCHANGE OF PARTS OF SPEECH

I. In English the same word may be used in different parts of speech. This is grammatically known as the Interchange of Parts of Speech. The following list of words should be carefully studied :—

Above— (1) Noun :—The *above* is a quotation from Shakespeare.
He received the command from *above*.

(2) Adj.—The *above* remarks do not hold good in all cases.

(3) Adv.—He looked *above*.

(4) Prep.—The bird flew *above* his head.

About— (1) Adv.—I do not know how this came *about*.

(2) Prep.—The patient is *about* to die. He is *about* my age

After— (1) Adj.—The *after* period of his life was happy.

(2) Adv.—Rama came immediately *after*.

(3) Prep.—The train arrived three hours *after* the incident

(4) Conj.—He did his work *after* he had been thrice reminded.

All— (1) Noun—He has lost his little *all*.

(2) Adj.—*All* men went there.

(3) Adv.—This is *all* right ; he was *all* alone there.

(4) Indef. Pron —*All* went there except my son.

Any— (1) Adj.—*Any* book will suit you.

(2) Pron.—Come, brave men, if there be *any* among you, to die in the cause of the country.

(3) Adv.—He was interrupted and could not proceed *any* more.

- As—** (1) **Relative Pron.**—Such boys *as* have already applied should be admitted. This is the same pen *as* I wrote with yesterday.
- (2) **Rel. Adv.**—He fell into a swoon *as* he heard the news.
- (3) **Conj.**—I could not go out, *as* the night was dark.

N.B.—No. (2) is a subordinative conjunction according to some.

- Before—** (1) **Adv.**—Always look *before*
- (2) **Prep.**—I appeared *as* a witness *before* the Royal Commission
- (3) **Conj.**—Consider well, *before* you finally decide.

- Better—** (1) **Noun**—Pay heed to what your *bettors* say.
- (2) **Verb**—He tried to *better* his position in life.
- (3) **Adj.**—I was *better* yesterday. His book is good, but yours is a *better* one.
- (4) **Adv.**—I cannot work *better* than Hari.

- Both—** (1) **Pron.**—*Both* of us will go there.
- (2) **Adj.**—*Both* the sisters are graduates *Both* men applied for the same post.
- (3) **Conj.**—*Both* he and his brother have been warned.

- But—** (1) **Noun**—But me no *buts*.
- (2) **Verb**—*But* me no *buts*.
- (3) **Rel. Pron.**—There was none *but* cried shame on the ruffian.
- (4) **Adv.**—He has *but* one enemy, and that is his temper.
- (5) **Prep.**—He did nothing *but* laugh. Who *but* my friend can save me?
- (6) **Conj.**—He came here, *but* went away without seeing me

- By—** (1) **Adv.**—Was there any one *by*? They stood wonderingly *by*.
- (2) **Prep.**—I sat *by* my brother.

- Close—** (1) **Noun**—The meeting came to a *close* at 5 P.M.
- (2) **Adj.**—I cannot stay for long in such *close* atmosphere. The intimacy between the two boys grew rather *close*.
- (3) **Verb**—He *closed* the door upon me.
- (4) **Adv.**—They sat very *close* to each other.

Either— (1) Pron.—*Either* of these routes will take you to Calcutta.

(2) Distributive Adj.—Policemen stood on *either* side of the street.

(3) Co-ord. Conj.—Such a man is *either* a god or a giant. *Either* Rama or Hari wins the prize this year.

Each— (1) Pron.—He gave *each* of them a pice.

(2) Adj.—*Each* boy got a pice.

Else— (1) Adj.—Who *else* can do this ?

(2) Adv.—How *else* could it be done ?

(3) Co-ord. Conj.—You must stop ; *else* you shall be punished.

Enough—(1) Noun or Pron.—He gave me *enough*.

(2) Adj.—He has *enough* strength left in him.

(3) Adv.—He was strong *enough* to do the work.

Few— (1) Adj.—*Few* men can go there.

(2) Pron.—Very *few* responded to the call.

(3) Collective Noun—I found only a *few* men in the room (= a *few* of men, as in the expression "a many boys").

For— (1) Conj.—He could not go there, *for* he was ill.

(2) Prep.—There is a letter *for* you.

Half— (1) Noun—He gave me *half* of the fruit ; the bread was divided into two equal *halves*.

(2) Adj.—The men were put on *half* ration. The boys wore *half* pants.

(3) Adv.—Our task was *half* finished.

Like— (1) Noun—When shall we see his *like* again ?

(2) Adj.—Having the force of a Preposition—He is *like* my younger brother.

(3) Verb—I do not *like* that man.

Little— (1) Noun—He gave me a *little* of the ink. Many a *little* makes a mickle.

(2) Adj.—He is a *little* child.

(3) Adv.—My father is *little* anxious for all that is happening.

Live— (1) Verb—He *lives* a happy life.

(2) Adj.—I saw a *live* tiger.

Many— (1) Noun—A *great many* of such cooks will spoil the broth.

(2) Adj.—I found *many* persons waiting there.

(3) Indef. Pron.—*Many* think that the result will be disastrous.

Much— (1) Noun—I can tell you only this *much* and nothing more.

(2) Adj.—There was *much* unnecessary talk.

(3) Adv.—He was *much* interested in the story.

More— (1) Noun—He did *more* for me than I asked him to do.

(2) Adj.—Many *more* boys were admitted.

(3) Adv.—He was *more* pleased than his brother

Next— (1) Adj.—The question will be taken up at the *next* meeting.

(2) Adv.—The question will be considered *next*.

(3) Prep.—He lives *next* to my house.

(4) Noun—Tell me in your *next* how you are doing.

Neither—(1) Pron.—He gave me money and advice, though I wanted *neither*.

(2) Adj.—*Neither* party won the match.

(3) Conj.—*Neither* he nor his brother is competent to do the work.

Near— (1) Adj.—He longed to see his *near* and dear ones.

(2) Adv.—He went *near*, for he wished to get a clearer view.

(3) Verb—The party *neared* the village.

(4) Prep.—He went *near* the table of the teacher.

Needs— (1) Noun—Look to the *needs* of the boys.

(2) Verb—Ram *needs* my assistance.

(3) Adv.—He must *needs* tell him everything frankly.

None— (1) Pron.—I asked them to come, but *none* came.

(2) Adj.—“Gold and silver have I *none*.”

(3) Adv.—He was *none* the worse for liquor.

Only— (1) Adj.—He lost his *only* child.

(2) Adv.—He *only* cried and did nothing else.

(3) Conj.—Come in by all means ; *only* make no noise.

Otherwise—(1) Adj.—His brother was quite *otherwise*.

(2) Adv.—In the circumstances he cannot do *otherwise*.

(3) Conj.—Speak ; *otherwise* you die.

Past—(1) Adj.—He now atones for his *past* misdeeds.

(2) Noun—India has a glorious *past*.

(3) Prep.—It is now *past* ten o'clock.

Right—(1) Adj.—He was the *right* man in the *right* place.

(2) Adv.—The sun went down *right* on our flank.

(3) Noun—He had no *right* to say this.

(4) Verb—He went about fighting, to *right* the wrongs of the poor.

Round—(1) Noun—The constable went on his usual *rounds*.

(2) Adj.—This is a *round* ball.

(3) Adv.—With proper treatment he came *round*.

(4) Verb—A Portuguese navigator *rounded* the South Cape.

(5) Prep.—They sat *round* the table.

Save—(1) Verb—God *save* our Gracious King.

(2) Prep.—All *save* honour is gone.

Since—(1) Prep.—He has been ill *since* Thursday.

(2) Conj.—It is five months *since* I last heard him speak.
I gave him the loan, *since* he wanted it badly.

(3) Adv.—The crowd dispersed two hours *since*.

So—(1) Noun—I asked what he meant, and he told me *so* and *so*.

(2) Pron.—He is an honest man, and he has always been *so*.

(3) Adv.—I was *so* weak that I could not attend the meeting.

(4) Conj.—He is weak ; *so* he cannot speak.

Some—(1) Pron.—*Some* say that there will be a famine this year.

(2) Adj.—He gave me *some* bread to eat.

(3) Adv.—*Some* five hundred persons formed the crowd.

Somewhat—(1) Noun—He is *somewhat* of a scholar (something—an unfixed quantity or number).

(2) Adv.—He was *somewhat* tired of this work.

Many— (1) Noun—A *great many* of such cooks will spoil the broth.

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an unfixed quantity or number)

(2) Adv.—He was *somewhat* tired of this work.

- Sound—** (1) Noun— I heard the *sound* distinctly.
 (2) Adj.—He possesses *sound* health. He is a man of *sound* sense.
 (3) Verb—He *sounded* the note of warning ; an empty vessel *sounds* much.
- Still—** (1) Noun—In the *still* of the night the man noiselessly crept into the house.
 (2) Adj.—It was the *still* hour of the night.
 (3) Verb.—It is only God who can *still* the raging storm.
 (4) Adv.—The child is *still* crying for the moon.
 (5) Conj.—He was poor ; *still* he did not yield to temptation.
- Straight—** (1) Adj.—He drew a *straight* line.
 (2) Adv.—He went *straight* to the Railway station.
 (3) Verb—The teacher asked me to *straight* the line.
- Such—** (1) Adj.—*Such* boys are not wanted in my school.
 (2) Indef Demons. Adj —He came to see me on *such* a day.
 (3) Pron —He is a writer ; I am not *such*.
- That—** (1) Rel Pron.— The ring *that* I received as a present has been lost.
 (2) Demons. Pron.—*That* is the boy of whom I was speaking.
 (3) Dem. Adj.—*That* boy was crying.
 (4) Conj.—He said *that* he would go.
- Than—** (1) Conj.—He seems to be more clever *than* his younger brother (is).
 (2) Prep.—He will not take more *than* five minutes to go there.
- Then—** (1) Noun—The children have been waiting since *then*.
 (2) Adj.—Mr. Chatterji, the *then* Headmaster of the school, was a strict disciplinarian.
 (3) Adv — He was *then* at Ranghat.
 (4) Conj — If this is possible, *then* what is not ?
- Till—** (1) Verb—He was *tilling* the soil with his own hands.
 (2) Prep.—He waited there *till* evening.
 (3) Conj.—He waited there *till* his master returned.

- Up**— (1) Noun—I have passed through many *ups* and downs in life.
 (2) Adv.—He was *up* early in the morning and went out for a walk.
 (3) Prep.—The man went *up* the ladder.
 (4) Adj.—The *up* train is coming.
- N.B.**—No (4)—Some grammarians, however, parse it as an adverb, making it equivalent to “up (going) train.”
- Very**— (1) Adj.—This is the *very* boy who came here in the morning.
 (2) Adv.—He is *very* weak in mathematics
- Well**— (1) Noun—He has sunk a *well* in the house.
 (2) Verb—Affection *welled* up in his heart.
 (3) Adj.—He said he was quite *well*.
 (4) Adv.—He is *now* working *very well*.
 (5) Conj.—*Well*, what have you to say on this point?
- Will**— (1) Noun—This is my last *will*.
 (2) Verb, trans. principal—*He willed* the property away.
 (3) Verb—Auxiliary—He *will* go.
 (4) Verb, trans. principal (intend)—What I *will*, I do not, and what I *will not*, that I do.—The Holy Bible.
- What**— (1) Rel. Pron.—*What* you say is true (that + which).
 (2) Interrogative Adj.—*What* man will be so foolish as to say this?
 (3) Inter. Pron.—*What* is your name?
 (4) Adv.—*What* with ill-health and *what* with bereavements the man has been much pulled down.
 (5) Conj.—*What!* are you also ungrateful?
- While**— (1) Noun—He does not waste a *while*.
 (2) Verb—He *whiled* away his precious time.
 (3) Adv.—*While* the boy was returning home, he fell into a swoon.
 (4) Conj.—You do not work, *while* your younger brother is a plodding student.
- Worth**— (1) Noun—What is the *worth* of such a promise?
 (2) Adj.—With the force of a Preposition—It is *worth* while to remember the words.
 (3) Verb (Defective)—“Woe *worth* the chase, woe *worth* the day” (=wore be to the day).

Exercise.

1. Parse the italicised words in the following:—He received the command from *above*. He came immediately *after*. I gave him such things *as* he could easily carry. *Both* Ram and his brother have passed. There was none *but* wept for him. Who else can do this! She is *like* my daughter. It was a *live* tiger *that* I saw. Many *more* things were stolen. He was *more* cruel than his *father*. I went *near* the house of my friend. He came *near* when he was asked by me. I must *needs* come. The young Zaminder looked to the *needs* of his tenants. With the doctor's treatment he came *round* quickly. The Inspector went *round* the classes. He was *then* at Krishnagar. If he can play false, then there is *none* on whom I can rely. He went by the *up* train. They have not *yet* come back. He tried his best, yet he failed.

2. Use the following in as many different parts of speech as you can:—As, But, Either, Many, Next, Neither, Past, Right, Round, Save, Since, So, Still, That, Very, What and While.

3. Use 'Well' as a noun, 'Worth' as an adjective, 'Up' as a noun, 'Straight' as a verb, 'Sound' as a noun and an adj., 'Somewhat' as a noun, 'Save' as a preposition, 'None' as a pronoun and as an adjective, 'Much' as a noun, 'Enough' as an adverb, and 'By' as an adverb and a preposition.

II.—Further instances of words used in different parts of speech.

Back :— (1) Adv.—He came *back* quickly.

(2) Adj.—He entered the house by the *back* door.

(2) Noun—He patted me on the *back*.

(4) Verb—He could do nothing in his profession unless *backed* by Mr. Roy.

Except— (1) Prep.—Every boy was present there *except* his brother.

(2) Verb.—The Magistrate is *excepted* from the ordinary rule.

Head :— (1) Noun—He has a small *head*.

(2) Adj.—He is the *head-man* of the village. Who is the *head* captain of the team?

(3) Verb—His name *heads* the list.

Long :— (1) Noun—This is the *long* and short of the story.

(2) Verb—I *long* to see you again.

(3) Adj.—It is a *long* story.

(4) Adv.—I cannot wait *long*.

Second :— (1) Noun—Sixty *seconds* make a minute.

(2) Verb—He *seconded* the resolution.

(3) Adj.—He is the *second* boy in the class.

Too :— (1) Adv.—He is *too* dull to understand this.

(2) Conj.—The Swarajists *too* cheered the Ministerial party.

The :— (1) Def. Article—I found *the* boy there.

(2) Demons. Adv.—So much *the* worse for him.

(3) Relative Adv.—*The* more you mix with them, the more you will profit by it.

Wrong :— (1) Noun—He did not do you any *wrong*.

(2) Adj.—Your answer is *wrong*.

(3) Verb—He never *wronged* his neighbours.

III. The same word may be used both as a noun and a verb.

Age— Verb—He is *aging* fast.

Noun—His *age* is twenty years.

Air— N.—The matter took *air*.

*V.—They *aired* their grievances.

Arm— N.—Man has two *arms*.

V.—He was *armed* with a gun.

Bag— N.—He put his things in a *bag*.

V.—He *bagged* a large game.

Beard— N.—He keeps a long *beard*.

V.—He *bearded* the lion in his den.

Bell— N.—The school *bell* is ringing.

V.—Who is to *bell* the cat?

Black— N.—The door of South African trade is shut against the *blacks*.

V.—He *blackd* his own shoes.

Book— N.—This is a good *book*.

V.—He *booked* himself for Calcutta.

Bottle— N.—The spirit was kept in a *bottle*.

V.—He *bottled* up his anger.

- Box—** N. I gave him a *box*.
V. He *boxed* my ear.
- branch—** N.—The tree has many *branches*.
V. The river here *branches* off into two directions.
- Brave—** N.—The *brave* deserve the fair.
V.—I cannot *brave* an angry father.
- Breast—** N.—His beard descended to his *breast*.
V.—The drowning man was *breasting* the waves.
- Brief—** N.—The barrister accepted the *brief*.
V. The barrister has been *briefed*.
- Brook—** N.—A small *brook* was flowing by.
V. I cannot *brook* this insult.
- Cage—** N.—The small bird was put in a *cage*.
V.—The bird was safely *caged*.
- Cloud—** N.—Black *clouds* appeared in the sky.
V.—His partiality *clouded* his vision.
- Court—** N.—Yesterday he attended the *court*.
V.—The prisoners *courted* arrest.
- Cow—** N.—Many *cows* were grazing there.
V.—He was *cowed* down by threats.
- Doctor—** N.—Good *doctors* are not available here.
V.—He *doctored* his patient carefully.
- Dog—** N.—The *dog* was barking.
V.—The Policeman *dogged* his steps.
- Dust—** N.—He carefully swept the *dust*.
V.—He *dusted* the tables and chairs.
- Elbow—** N.—He got hurt on his *elbow*.
V.—They *elbowed* their way through the crowd.
- Eye—** N.—I do not know how he injured his *eye*.
V.—The Policeman *eyed* him from head to foot.
- Face—** N.—His face *beamed* with joy.
V.—The two armies lay *facing* each other.
- Finger—** N.—His *fingers* are delicate.
V.—He skilfully *fingered* the instrument.

- Foot**— N.—The ruler is one *foot* long.
V.—He *footed* all the distance from home.
- Habit**— N.—The *habit* of smoking should be avoided.
V.—He *habited* himself like a *yogi*.
- House**— N.—He is building a decent *house*.
V.—The school was ill *housed*.
- Husband**—N.—Her *husband* was cruel.
V.—The housekeeper carefully *husbanded* the meat.
- Iron**— N.—*Iron* is a useful metal.
V.—The washerwoman *ironed* the clothes.
- Light**— N.—Owls cannot bear the *light* of the sun.
V.—He *lighted* the lamp.
- Lord**— N.—He was the absolute *lord* of everything.
V.—He had the mind to *lord* it over all.
- Man**— N.—Man is a rational being.
V.—The ship was *manned* with Indian crew.

IV. Further nouns used as verbs.

- Milk**—He is *milking* the cow.
- Paper**—The contract was only for *papering* the walls.
- Pen**—I *penned* the letter in a hurry. The cattle were *penned*.
- People**—The city was thickly *peopled*.
- Picture**—The writer has carefully *pictured* the horrors of war.
- Prey**—Gloomy thoughts *preyed* on his youthful mind. A decayed mind *preyed* on his exhausted frame.
- Rein**—He has *reined* his passions.
- Rock**—The nurse *rocked* the child in its cradle.
- School**—He was *schooled* in adversity.
- Second**—He *seconded* my resolution.
- Ship**—They *shipped* the cargo from Hongkong.
- Shoe**—I sent for the man to *shoe* my horse.
- Skin**—The sheep was *skinned* and quartered.
- Slow**—The speed of the train gradually *slowed* down.
- Steam**—The Darjeeling Mail *steamed* off from Sealdah.
- Subject**—He *subjected* me to torture.
- Sun**—He was *sunning* his clothes.

Tone—He *toned* down his style.

Water—The streets are *watered* during the summer.

Weather—The trained crew easily *weathered* the storm.

Winter—The army *wintered* in Naples.

Word—He *worded* his petition carefully.

Exercise.

1. Use the following words in as many different parts of speech as possible :—Back, Except, Head, Second.

2. Make sentences with the following words both as verbs and nouns :—Age, Air, Bag, Beard, Bell, Book, Breast, Brief, Court, Cow, Doctor, Eye, Foot, Iron, Lord.

3. Use the following words as verbs :—Milk, Pen, Picture, School, Shoe, Surf, Water, Winter.

4. Parse the words italicised in the following :—(1) He is *too* weak to walk. (2) He *too* joined the conspiracy. (3) So much *the* worse for him. (4) *The* more, *the* merrier. (5) This is the *long* and short of the story. (6) He came *back* quickly. (7) Such nonsense will not be tolerated. (8) He is a good speaker : I am not *such*. (9) He had to wait *till* morning. (10) He had to wait *till* the party returned.

CHAPTER II

PHRASES AND IDIOMS.

I. Meaning of the word 'Idiom'.

An *Idiom* is the habit or mode of speech peculiar to a language. There are peculiarities of grammatical structure and phraseology in a language, which are sanctioned by usage, even if these may violate the ordinary rules of grammar. These are called the idioms of the language. Idioms are chiefly divided into two classes, (1) Grammatical, (2) Phraseological. Grammatical idioms refer to those forms of grammatical construction, which, though appearing to violate the ordinary rules of grammar, are sanctioned by usage; e.g., All *but* he remained in the class; It's *me*; That's *him*.

A phraseological idiom is a peculiar use of a particular word or combination of words used in a sense other than the usually accepted sense; e.g., Is there *room* for any more admissions in the class? It is not wise to *fly in the face of* danger.

II. Some idiomatic phrases illustrated in short sentences.

Above all—He ^{was} *above all* a man of honesty (i.e., leaving aside every other ^{is} consideration).

After all—^{was} *After all*, a very slight offence that cost him his place, Ram ^{the} examination (i.e., in spite of all that can be said to ^{it} train).

All in all—^{was} *All in all* the ^{is} *all in all* in the administration (all-powerful) train.

All the same ^{theories} *All the same* to us whether he comes now or not (i.e., ^{view} *I view* not make much difference). He failed many times ^{at} *at* his attempts, but he was a good organiser *all the same*.

All over—He was covered with dust *all over* (from head to foot).

Above board—The conduct of the officer was fair and *above board* (*i.e.*, plain and straightforward).

As to ; As for—*As to* or *as for* my experience in teaching I had better refer you to the testimonials that I submit (concerning).

As it were—A good teacher is, *as it were*, the intellectual father of his pupils (as he would be if he were).

As if—He felt *as if* chilled to the marrow (almost).

As such—He is my elder brother, and *as such*, his authority must be obeyed.

At all—He does not *at all* pay heed to my advice.

At best—He is *at best* an average scholar, (*i.e.*, taking the best view of his attainments).

At one's best—The speaker was *at his best* this night, (*i.e.*, in his best form).

At any rate—The headmaster was inclined to grant my prayer ; *at any rate* he did not reject it at the time.

At daggers drawn—The two brothers were *at daggers drawn* with each other (openly hostile).

At hand—The school holidays are *at hand* (*i.e.*, drawing near).

In hand—The business *in hand* must be finished at the earliest opportunity.

At home in—The boy was quite *at home in* Geography (thoroughly familiar with).

At one's fingers' ends—He had the multiplication tables *at his fingers' ends* (*i.e.*, at his command).

At one's wits' end—The youth was *at his wits' end* at this sudden calamity (sadly perplexed).

At sixes and sevens—The office papers were *at sixes and sevens*, and the difficulty of the new clerk was great (in confusion).

At the eleventh hour—The Civil Surgeon was called in *at the eleventh hour*, and no help could be rendered to the patient (*i.e.*, at the last moment).

III. Some very common idioms: their special uses illustrated.

At all, In all ; At last, At length ; At last, In the least ; At times ; At a time ; In time, In no time ; Behind time, Behind the times ; By and by, By the bye

Well up in—The candidate is *well up in* Geography (strong).

Well up for—He was *well up for* the public test (quite prepared for).

With a view to—The Magistrate went there *with a view to* hold an enquiry into the matter (for the purpose of).

In view of—Everything was held ready *in view of* the visit of the Inspector of Schools (against).

On the contrary—She never pampered her child ; *on the contrary* she treated him most unkindly (*i.e.*, on the other hand).

To the contrary—The judge took the plaintiff's view of the case notwithstanding the very cogent arguments brought forward *to the contrary* (*i.e.*, in contradiction).

The other day—*The other day* I found him walking by the river-side (recently).

Every other day—He had an attack of fever *every other day* (on alternate days).

Exercise

1. What does 'Idiom' mean ? Classify Idioms and illustrate your answer.

2. Explain and illustrate the following idiomatic phrases :—Above all, after all, at all, all in all, all the same, all at once, all over ; As if, as it were ; At best, at one's best ; at hand, in hand ; At last, at length ; Hand in hand, hand to hand ; In favour of, in favour with ; On the contrary, to the contrary ; In case, in case of, in the case of ; Over again, over and over again ; The other day, every other day.

3. Correct any errors of idiom in the following :—The date of the examination is *in hand*. He is *at the best* an ordinary painter. The doctor was sent for *in the eleventh hour*. He has not paid me *in all*. He paid me Rs. 30 *at all*. *By and by*, please tell me how Ram Babu is doing. I could not be there *at time* to catch the train. The sergeant ran *in pursuance* of the thief. The thing was done *in pursuit* of a resolution previously passed. The train reached Sealdah ten minutes *behind the time*. Your theories are *behind time*. The magistrate went there *with a view* of holding an enquiry. *In view* to the visit of the magistrate people mustered strong. He went out for a walk *at a time*.

IV. Some more idiomatic phrases illustrated

(a) *C. U. M. 1915* :—In the least, at all, in accordance with, in spite of, on the contrary.

(b) *C. U. M. 1918* :—In spite of, in accordance with, all along, by degrees, all the same, as well as, once in a way, at first hand.

(c) *C. U. M. 1920* :—To lose one's head, to cast about for, to turn over a new leaf, to strike home, to come to terms.

(d) *C. U. M. 1921* :—To run to waste, to go a long way, to make headway, to break lose, to chime in with, to come to a head, to set at naught, to pay one's way.

(e) *C. U. M. 1924* :—In fault, at fault, succeed to, succeed in, cry against, cry down, bring about, bring forward.

Illustrations

(a) **In the least**—See Sec. III above.

At all—See Sec. III above.

In accordance with—The petition was drawn up *in accordance with* the rules of the institution.

In spite of—He failed to attend my class, *in spite of* my repeated warnings.

On the contrary—See Sec. III above.

(b) **In spite of**—See (a) above.

In accordance with—Ditto. Ditto.

All along—*All along* he worked with honesty.

By degrees—*By degrees* the boy became accustomed to discipline.

All the same—See Sec. II. above.

As well as—Karim *as well as* his brother Rahim succeeded in the long run.

Once in a way—It was only *once in a way* that he would visit his family (occasionally). Such strange things happen only *once in a way*.

At first hand—He received the information *at first hand* (from the original source).

(c) **To lose one's head**—Even a strong man is sure *to lose his head* at such a crisis.

To cast about for—The sly fox was *casting about for* an opportunity (trying to find out).

To turn over a new leaf—It is never too late *to turn over a new leaf* in life (*i.e.*, to change for the better).

To strike home—*Strike home*, and the victory will be yours (to impress).

To come to terms—The parties in dispute at last *came to terms* (settled their dispute).

(d) **To run to waste**—All his energies were *running to waste* for want of proper advice (wasted).

To go a long way—His words will *go a long way* to establish friendly relations between the parties (*i.e.*, greatly help).

To make headway—Liberal education has *made much headway* among the Hindus (*i.e.*, made great progress).

To break loose—The horse *broke loose* from the stable (*i.e.*, burst forth by breaking the ropes, etc.).

To chime in with—The views of the author do not *chime in with* those of the public.

To come to a head—The boil has *come to a head* and has to be opened.

To set at naught—Do not *set his authority at naught* (*i.e.*, defy).

To pay one's way—He somehow got over his difficulties and began *to pay his way* (*i.e.*, to live free from debt).

(e) **In fault** (*i.e.*, guilty)—He had no difficulty in *finding out* the party *in fault* and punish them.

At fault—The scent of the dog was *at fault*, and the prey got out of sight (puzzled, weak).

Succeed to—Shah Jehan *succeeded to* the throne.

Succeed in—He did not *succeed in* the enterprise.

Gry against—The whole nation *cried against* the measure in one voice, but *to no purpose* (*i.e.*, protested).

Cry down—It is a bad sign of the times when they *cry down* morality (*i.e.*, deprecate). Interested persons began to *cry down* the reform.

Bring about—I do not know how reconciliation was finally *brought about* between the friends (caused to happen).

Bring forward—The counsel *brought forward* many convincing arguments to prove that his client was innocent (submitted, adduced).

V. Further idiomatic phrases illustrated

1. **To be hard up**—They do not seem to realise how *hard up* I am at the present moment (*i.e.*, short of funds).
2. **To be high time**—*It is high time* that you should look after the welfare of your children (*i.e.*, the time is almost past).
3. **To be up and doing**—The boy *was up and doing* and went on with the revision of his old lessons (*i.e.*, began to work in right earnest).
4. **To bid fair**—He *bids fair* to become an eminent doctor (*i.e.*, he has made a very good beginning and his success is almost assured).
5. **To bring to light**—The whole thing *was brought to light* by the prompt action taken by the Inspector of Criminal Intelligence (unearthed).
6. **To cut short**—Her life was *cut short* by the cruel hand of death (*i.e.*, put an untimely end to).
7. **To fall flat**—His advice seems to have *fallen flat* on the audience (*i.e.*, to have produced no effect).
8. **To fall short**—The actual expense *fell far short* of the estimate (*i.e.*, was much less than).
9. **To get off scot free**—The real culprits seem to have *got off scot-free* (*i.e.*, to have entirely escaped punishment).
10. **To give airs**—The man *gave himself the airs* of a prince (*i.e.*, had the pretensions of).
11. **To give rise to**—His conduct *gave rise* to misgivings in my mind (*i.e.*, caused).
12. **To give vent to**—She then *gave vent to her feelings* in a torrent of tears (*i.e.*, expressed without any reserve).

13. **To go hard with**—The decision of the headmaster will go *hard with* most of the poor boys (*i.e.*, act unfavourably against).
14. **To hold good**—The rule *does not hold good* in every case (*i.e.*, is not effective).
15. **To keep body and soul together**—It is next to impossible *to keep body and soul together* on this poor pittance (*i.e.*, barely sufficient to sustain life).
16. **To keep the wolf from the door**—I somehow managed to *keep the wolf from the door* with whatever I earned (*i.e.*, to sustain life).
17. **To keep the pot boiling**—As in 16.
18. **To keep home**—He asked his sister to keep home for him (manage his home).
19. **To keep late hours**—The habit of *keeping late hours* by students must be discouraged (*i.e.*, not coming home till late in the night).
20. **To look sharp**—Look sharp and find a room elsewhere as I can not let you stay here much longer (*i.e.*, make haste).
21. **To make good**—The ruffian *made good* his escape in the darkness of the night (*i.e.*, effected).
22. **To make the most of**—He *made the most of* his leisure periods, and learned a good deal (spent them to his best advantage).
23. **To make the best of**—We should always try *to make the best of* a bad case (*i.e.*, to take the situation as lightly as possible).
24. **To tell upon**—He has been working incessantly for the last five days, and this has visibly *told upon* his health (affected, injured).
25. **To take to heart**—The young girl *took the loss of her mother greatly to heart* and committed suicide (*i.e.*, the sorrow greatly affected her).
26. **To take heart**—I advised him *to take heart* and make a further effort (*i.e.*, not to lose hope).
27. **To take air**—I do not really understand how the secret *took air* (was divulged).

28. **To take to one's heels**—The neighbours raised an alarm and the thief *took to his heels* (i.e., escaped).
29. **To pocket an insult**—He is not the man *to pocket an insult*, (i.e., to take it without a protest).
30. **To pick a quarrel**—He is always trying *to pick a quarrel* with me (i.e., to find out an excuse for a quarrel).

Exercise

1. Explain the following phrases and use them in short sentences:—In spite of; by degrees; once in a way; at first hand; to cast about for; to turn over a new leaf; to go a long way; to come to a head; to run to waste.

2. Explain the following sentences:—(1) It is high time that you should take care of your studies. (2) The boy bids fair to become the best painter in the school. (3) The times are so hard that I can not keep the pot boiling. (4) He made the most of a bad case. (5) The climate of this place has visibly *told upon* my health. (6) The young man took his failure greatly to heart and committed suicide. (7) He was a fool; he gave himself the airs of a scholar. (8) He is not in the habit of pocketing an insult. (9) He took great pains to ensure that the secret did not take air. (10) His useful career was cut short by the cruel hand of death.

3. Distinguish between:—1) At fault and In fault. 2) Succeed to and Succeed in. 3) Cry against and Cry down. 4) To take heart and To take to heart. 5) To take air and To take the air. 6) By and by and By-the bye. 7) In time and In no time. 8) In case of and In the case of. 9) At best and At one's best. 10) Once again and Once and again.

CHAPTER III

COMMON ERRORS

Boys should be on their guard against the following mistakes in grammar and idiom, which they are very apt to commit. Typical errors are selected.

I. Nouns—Misuse of Number

Erroneous

1. The Headmaster passed *order* yesterday.

2. The *furnitures* are for sale.

3. The animal has many *offsprings*.

4. I got many *in-*
formations.

5. He wrote many *poetries*.

6. He is in *straitened*
circumstance.

7. My *circumstance* does not allow this.

8. His *hairs* are grey.

9. He has only three grey *hair* on his head.

10. My father gave me good *advices*.

11. The offending post-man was brought to his *sense*.

Correct

1. The Headmaster passed *orders* yesterday.

2. The *furniture* is for sale.

3. The animal has many *offspring*.

4. I got much *in-*
formation.

5. He wrote much *poetry* or many *poems*.

6. He is in *straitened*
circumstances.

7. My *circumstances* do not allow this.

8. His *hair* is grey.

9. He has only three grey *hairs* on his head.

10. My father gave me good *advice*.

11. The offending post-man was brought to his *senses*.

| <i>Erroneous</i> | <i>Correct</i> |
|--|---|
| 12. One must keep one's <i>words</i> . | 12. One must keep one's <i>word</i> . |
| 13. He turned deaf <i>ears</i> to my entreaties. | 13. He turned a deaf <i>ear</i> to my entreaties. |
| 14. He is a victim of <i>circumstances</i> | 14. He is a victim of <i>circumstance</i> . |
| 15. Cuckoos do not feed their <i>youngs</i> . | 15. Cuckoos do not feed their <i>young</i> . |
| 16. Curry and rice <i>are</i> wholesome. | 15. Curry and rice <i>is</i> wholesome. |

Exercise

Correct the following :—He died without issues to succeed to his throne. He showered filthy abuses on me. He takes foods three times a day. Dr. Bose and Acharyya Roy are famous genii of Science. He is a professor of Logics, but he can also teach Mathematic. He secured a first class in Economic. He was shocked at seeing dirt on the table. My cattles did not eat grasses in the morning. He killed ten sheeps and ove deers. He is never fond of companies. He keeps both woods and coals for fuels in his kitchen. He has not been out of door for the last three days. He is to all appearances an honest man. The poet and historian are dead.

II. Adjectives and their degrees of Comparison

| <i>Incorrect</i> | <i>Correct</i> |
|---|--|
| 1. Shakespeare is <i>greater than all</i> dramatists. | 1. Shakespeare is the <i>greatest of all</i> dramatists ; or <i>greater than all other</i> dramatists. |
| 2. He is much the <i>cleverest</i> of the two. | 2. He is much the <i>cleverer</i> of the two. |
| 3. To him pleasure is the <i>supremest</i> good. | 3. To him pleasure is the <i>supreme</i> good. |

Incorrect

4. They will leave by the *nearest* train.

5. Hari Babu is the *eldest* man in the village.

6. He is my *elder*.

7. Ram is *elder* than Hari by six years.

8. This is a *latter* edition of the book.

9. He arrived by the first and left by the *latest* train.

10. He is superior *than* me in scholarship.

11. Death is *more preferable* than dishonour.

Correct

4. They will leave by the *next* train.

5. Hari Babu is the *oldest* man in the village.

6. He is my *elder* brother.

7. Ram is *older* than Hari by six years.

8. This is a *later* edition of the book.

9. He arrived by the first and left by the *last* train.

10. He is superior *to* me in scholarship.

11. Death is *preferable* to dishonour.

Exercise

Correct the following :—

His claim was prior than mine. That girl was cleverer among the two. This is the longest route of the two. Socrates was wiser than all men. The elephant is bigger than any quadruped. Of all other nations the Americans are the richest. He is the smartest and energetic boy in the whole class. The chiefest objection is that he is not scrupulous. I gave him the last news on the subject. Diamond is the hardest of all other metals. No less than thirty students passed.

III. On the misuse of Vowels*Incorrect*

1. He is *a* M. A. in English.

2. There is *a* H. E. School in our village.

Correct

1. He is *an* M. A. in English.

2. There is *an* H. E. School in our village.

Incorrect

3. The English are *an* European nation.

4. This is the picture of *an* unicorn.

5. He acted as *a* umpire.

Correct

3. The English are *a* European nation.

4. This is the picture of *a* unicorn.

5. He acted as *'an* umpire.

NOTE—A Master of Arts, A Middle English School, A High English School are quite correct expressions, for in these cases the consonant sounds of M and H are expressed.

Exercise

Correct the following :—An European gentleman came to see me. An weird spectacle met my eyes. There is a M. E. School in our village. 'There is an uniform method is his work. They started an workers' association. A umpire's decision should be respected. The place is a hour's journey from our village.

IV. Articles wrongly-omitted, or inserted*Incorrect*

1. He is *a* poet and *a* novelist.

2. *The* cows are domestic animals.

3. *Cow* is a domestic animal.

4. *The* mathematics is my favourite subject.

5. He died of *the* fever.

6. Give me *little* water to drink.

7. Have you *got* cold ?

Correct

1. He is *a* poet and novelist.

2. *Cows* are domestic animals.

3. *The* cow or *A* cow is a domestic animal.

4. *Mathematics* is my favourite subject.

5. He died of fever.

6. Give me *a* little water to drink.

7. Have you got *a* cold.

Incorrect

8. I *caught cold* three days ago.

9. Last night he *caught chill*.

10. The least mention of it cut him *to quick*.

11. *Vulture* is *bird* of prey.

12. *Gold* of Australia is superior to that of Burma.

13. He has *got very strong headache*.

14. *Winter season* begins in *the September*.

15. He is *in wrong* when he says so.

16. *Rich* are not always happy.

17. *The rich men* are not always happy.

18. *Mahavarat* is *sacred* book of *Hindus*.

19. Almost all *boys* have been killed; only *few* have been saved.

20. *Himalayas* are *lofty* range of the mountains.

21. He gave me *few books* that I wanted.

• *Correct*

8. I caught *a cold* three days ago.

9. Last night he *caught a chill*.

10. The least mention of it cut him *to the quick*.

11. *The vulture* is *a bird* of prey.

12. *The gold* of Australia is superior to that of Burma.

13. He has *a very bad* headache.

14. The winter season begins in *September*.

15. He is *in the wrong* when he says so.

16. *The rich* are not always happy.

17. *Rich men* are not always happy.

18. *The Mahavarat* is *a sacred* book of *the Hindus*.

19. Almost all *the boys* have been killed; only *a few* have been saved.

20. *The Himalayas* are *a lofty* range of mountains.

21. He gave me *the few books* that I wanted.

Exercise

Correct the following by omitting or inserting articles :—The men are mortal. Poor are not always unhappy. Horse is noble animal. I saw fine sight. Bankim is Scott of Bengal. The Kalidas is Shakespeare of the India. He was Subadar of Deccan. Andamans are group of islands in Indian Ocean. Mother is fond of her children. She was dressed from the head to the foot. He is not man of high rank. Boys who have passed are sure to get the promotion. Children who are naughty are punished. Ganges flows into Bay of Bengal. My brother was in temper. She has never been put out of the temper. Inspector of Schools visited school. Every Hindu should read Ramayana. Bible is sacred book of Christians. The cats are the domestic pets. There was an eruption of Visuvius. He was pulled by ear. English defeated French at Wandiwash. He can speak the English fluently. He sells cloth by yard. He can recite a poetry better than the prose. He has failed in the history. I have read the Kalidas's *Sakuntala*. They have sent petition to Governor of Punjab. Water of river is sweeter than that of wells. Foods which are rotten should not be eaten.

V. Errors in using Pronouns

| <i>Incorrect</i> | <i>Correct</i> |
|--|---|
| 1. I am, sincerely <i>your's</i> . | 1. - I am, sincerely <i>yours</i> . |
| 2. I shall go to <i>yours</i> to-morrow. | 2. I shall go to <i>your house</i> or <i>your place</i> to-morrow. |
| 3. I went to <i>yours</i> yesterday, but you did not come to <i>my house</i> . | 3. I went to <i>your house</i> yesterday, but you did not come <i>to mine</i> . |
| 4. I heard of <i>him</i> having gone out of station. | 4. I heard of <i>his</i> having gone out of <i>the</i> station. |
| 5. He <i>availed</i> of the first train to Calcutta. | 5. He <i>availed himself</i> of the first train to Calcutta. |
| 6. They <i>availed</i> of the opportunity. | 6. They <i>availed themselves</i> of the opportunity. |
| 7. He <i>absented</i> from the play-ground. | 7. He <i>absented himself</i> from the play-ground. |

Incorrect

8. He *prided on* his high birth.

9. I ask *your favour* of granting my prayer.

10. •Between *you and I* there is much reason in his talk.

11. He got *himself* married last year.

12. Do not keep *yourself* away from class.

13. He *lords over* the people.

14. One should respect *his* superiors.

15. Admit such boys *who* have passed.

16. The Japanese feed *themselves* on rice.

17. Do you want some bread ? Give me *any*.

Correct

8. He *prided himself on* his high birth.

9. I ask *the favour of your* granting my prayer.

10. Between *you and me* there is much reason in his talk.

11. He got married last year.

12. Do not *keep away* from class.

13. He *lords it over* the people.

14. One should respect *one's* superiors.

15. Admit such boys *as* have passed.

16. The Japanese *feed on* rice.

17. Do you want *any* bread ? Give me *some*.

Exercise

Correct the following where necessary :—

All the boys should not be sent up ; any must be detained. She *prided on* her beauty. They *acquitted well* in the examination. He came to mine yesterday, though I could not go to their place. Though he wanted any bread I did not give him some. One should not break his promise. They over reached in trying to cheat their customers. He felt himself unwell all day long. Such students who neglect their lessons should not be encouraged. The Aryans settled themselves in the Punjab. He insisted on me going away. I beg your favour of giving me the post. My brother overslept last night.

VI. Possessive inflexion misused

| <i>Incorrect</i> | <i>Correct</i> |
|--|--|
| 1. The <i>wall's</i> height is 6 feet. | 1. The height of the <i>wall</i> is 6 feet. |
| 2. The <i>chair's</i> legs are broken. | 2. The legs of the <i>chair</i> are broken. |
| 3. My son's <i>daughter's</i> marriage passed off. | 3. The marriage of my son's daughter passed off. |
| 4. <i>Ram's, Sham's and Gopal's</i> books were lost. | 4. <i>Ram, Sham and Gopal's</i> books were lost. |
| 5. The <i>watch's</i> chain is made of gold. | 5. The chain of the <i>watch</i> is made of gold. |
| 6. <i>Pujah's</i> holidays are short. | 6. <i>Pujah</i> holidays are short. |
| 7. He gave up his post for <i>conscience's</i> sake. | 7. He gave up his post for <i>conscience's</i> sake. |
| 8. Please come to <i>ours</i> . | 8. Please come to <i>our</i> house. |
| 9. The <i>carriage's</i> owner is a bad man. | 9. The owner of the <i>carriage</i> is a bad man. |

Exercise

Correct or justify :—

He applied for six weeks' leave. He has gone on three days' casual leave. He was leaning against the bench's back. His mother's brother's children are wicked. Hari's, Govind's and Ananta's marks are not known. He enjoyed there a night's rest. Forbear for mercy's sake. The house's rent is 50 Rupees. Repeat the dose at three hours' interval. The book's price is Rs. 2. The well's depth is 30 feet. You will get this at Thacker, Spink and Co's.

VII. One verb used for another

Incorrect

1. He *did* much progress.
2. He *denied* to go there.
3. He has *taken* his dinner.
4. He said me to go there.
5. The examiner *saw* my paper.
6. He *refused* that he was guilty.
7. *Can* I go there, Sir?
8. Yes, I *may* work out this sum.
9. A deaf man can not *listen* to what is said.
10. The ship *was drowned*.
11. The man *sank*.
12. General Roberts *invaded* the enemy.
13. Indian boys can not *say* fluent English.
14. He was *devoted* to drinking.
15. The long coat *defended* me from cold.
16. The carpenter *did* the chair.

Correct

1. He *made* much progress.
2. He *refused* to go there.
3. He has *eaten* (or *had*) his dinner.
4. He *asked* me to go there.
5. The examiner *looked over* my paper.
6. He *denied* that he was guilty.
7. *May* I go there, Sir?
8. Yes, I *can* work out this sum.
9. A deaf man can not *hear* what is said.
10. The ship *sank*.
11. The man *was drowned*.
12. General Roberts *attacked* the enemy.
13. Indian boys can not *speak* fluent English.
14. He was *addicted* to drinking.
15. The long coat *protected* me from cold.
16. The carpenter *made* the chair.

*Incorrect**Correct*

17. The boy *made* the sum carefully.

17. The boy *did* the sum carefully.

18. Columbus *invented* America.

18. Columbus *discovered* America.

19. Watt *discovered* the steam-engine.

19. Watt *invented* the steam-engine.

20. He has *acknowledged* to look after the boy.

20. He has *promised* (or *agreed*) to look after the boy.

21. He *said* me a fool.

21. He *called* me a fool.

22. He *said* the plainest truth.

22. He *told* the plainest truth.

NOTE—'May' implies that the speaker *wants permission*; 'can' implies that the speaker is able to do a thing. Again, 'may' anticipates *doubt* or *probability*; 'can' implies *certainly*.

VIII. Errors in the use of the Tenses

*Incorrect**Correct*

1. He *has arrived* here yesterday.

1. He *arrived* here yesterday.

2. The issue *has been decided* last year.

2. The issue *was decided* last year.

3. The child *has been born* in 1913.

3. The child *was born* in 1913.

4. The patient *died* before the doctor arrived.

4. The patient *had died* before the doctor arrived.

5. The Inspector *came* before the school closed for the vacation.

5. The Inspector *had come* before the school closed for the vacation.

*Incorrect**Correct*

6. He went there after his brother *came*.

6. He went there after his brother *had come*.

7. After the fog *disperesd* the sun shone.

7. After the fog *had dispersed* the sun shone.

8. He said that he *will come*.

8. He said that he *would come*.

9. Ram said that the fact *has been proved*.

9. Ram said that the fact *had been* proved.

10. He *is* suffering from fever since last night.

10. He *has been* suffering from fever since last night.

11. It *is* raining since Friday last.

11. It *has been* raining since Friday last.

12. He *has died* in the morning.

12. He *died* in the morning.

13. No sooner I *heard* his voice than I went out.

13. As soon as I heard his voice I went out.

14. The school *has been dismissed* two weeks since.

14. The school *was dismissed* two weeks ago.

Exercise

Correct the errors in the following :—He says good English. He is devoted to gambling. He said the plainest truth. His head was changed with what we said. He has gone to Calcutta yesterday. My brother is suffering from fever since Thursday last. I denied the invitation. He has died three months since. Plassey has been fought in 1757. The boy has arrived here day before yesterday. Vasco da Gama invented the sea-route to India. I said him to go there. Kam exclaimed that it is a splendid sight. I started after the rain ceased. The train arrived before the steamer sailed. The train is in motion since the morning. No sooner the man spoke than the shot was fired. He kept the book on the table.

Exercise

Correct the following :—

He feels very weak to walk. The child is quite liable to catch cold. The man was somewhat lame. I am much anxious. The sun is very hot to walk in. He was too pleased to see me. This cup is very heavier than that. He was very much angry to get the report. The verandah is very exposed to rain and wind. The dog is very intelligent not to understand the meaning. Can he paint well ? Of course he can. I tell you now at once ; I will not repeat what I say. They are as if mad with excitement. A good teacher is as if, the intellectual father of his pupils. Did he go to see the District Magistrate ? Of course he did. The shoes are much too small for my feet. The boys entered the class by and by.

XI. Misuse of Prepositions

*Incorrect**Correct*

1. I went *to* home yesterday.

1. I *went home* yesterday.

2. He was attacked by cholera.

2. He was attacked *with* cholera.

3. He struck me *by* a sword.

3. He struck me *with* a sword.

4. I suffered *from* a great loss.

4. I suffered a great loss.

5. I *suffered an attack* of fever.

5. I suffered *from an* attack of fever.

6. I *opened page* 30 of the book.

6. I *opened at page* 30 of the book.

7. He *turned page* 30 of the book.

7. He *turned to page* 30 of the book.

8. He *wrote his* safe arrival to me.

8. He *wrote about* his safe arrival to me.

9. I have been here *from* Saturday last.

9. I have been here *since* Saturday last.

10. I have not written to him *since* a long time.

10. I have not written to him *for* a long time.

| <i>Incorrect</i> | <i>Correct</i> |
|--|--|
| 11. I have been work- ing here <i>from</i> six months. | 11. I have been working here <i>for</i> six months. |
| 12. You must come back <i>within</i> 4 o'clock. | 12. You must come back <i>by</i> 4 o'clock. |
| 13. The criminal courts will not open <i>before</i> two weeks. | 13. The criminal courts will not open <i>for</i> two weeks. |
| 14. I went to see him <i>in</i> two days. | 14. I went to see him <i>after</i> two days. |
| 15. My brother will come back <i>after</i> a week. | 15. My brother will come back <i>in</i> a week. |
| 16. The four thieves divided the booty <i>between</i> them. | 16. The four thieves divided the booty <i>among</i> them. |
| 17. Divide this cake <i>among</i> you and your sister. | 17. Divide this cake <i>between</i> you and <i>your</i> sister. |
| 18. It was half past ten <i>in</i> my watch. | 18. It was half past ten <i>by</i> my watch. |
| 19. The Rajah ate <i>in</i> a golden plate. | 19. The Rajah ate <i>from</i> a golden plate. |
| 20. The rays of the sun penetrated <i>through</i> the forest. | 20. The rays of the sun <i>penetrated</i> the forest. |
| 21. Did he recommend <i>for</i> me to the Inspector? | 21. Did he <i>recommend</i> <i>me</i> to the Inspector? |

NOTES : (1) 'Since' refers to a point of time ; 'for' refers to a space of time. (2) 'After' is used with reference to a past period of time. 'In' is used in relation to a future period of time. (3) 'Between' is used for two persons or things, and 'among' for more than two. (4) 'Within' should be used when a space of time and not a point of time is meant.

Exercise

Correct the misuse of prepositions in the following sentences :—
 He was shot by a revolver. We have not met since a long time.
 The school will not open before a month. He very kindly
 enquired for my health. The property was divided among the
 two sons of the deceased. The child has been suffering from
 bronchitis from Monday last. He wrote the letter by a fountain
 pen. The boy resembles to his father. The injured man meditated
 upon revenge. The speaker warned the audience from drinking.
 The man was confined in bed by illness since a week. The
 child has been blind since birth. The class was dismissed since a
 fortnight. You must do your task within 9 o'clock. He is
 sure to come back before three hours. He rushed in the room. He
 was sitting in o the room. Yesterday he went in Krishnagar. I
 met the doctor three months before.

XII. Conjunctions wrongly inserted, omitted or misused.

Incorrect

1. He enquired *that* whether Ram was absent.

2. He asked me *that* why I was crying.

3. He explained *that* how the event happened.

4. He enquired *that* where he was going to.

5. He told me *that* when he would come.

6. He enquired *that if* Ram would agree to go.

7. *Unless* you are idle you cannot pass the examination.

8. I can not go out, *unless* the weather does not clear up.

Correct

1. He enquired *whether* Ram was absent.

2. He asked me *why* I was crying.

3. He explained *how* the event happened.

4. He enquired *where* he was going to.

5. He told me *when* he would come.

6. He enquired *if* Ram would agree to go.

7. *If* you are idle you can not pass the examination.

8. I can not go out, *unless the weather clears up, or, if the weather does not clear up.*

| <i>Incorrect</i> | <i>Correct</i> |
|---|---|
| 9. <i>When</i> we are agreed, let us lose no time. | 9. <i>Since</i> we are agreed, let us lose no time. |
| 10. He was working hard, <i>because</i> he might get a prize. | 10. He was working hard <i>that</i> he might get a prize. |
| 11. He should eat <i>such</i> food <i>that</i> will suit his stomach. | 11. He should eat <i>such</i> food <i>as</i> will suit his stomach. |
| 12. Kalidas is called <i>as</i> the Shakespeare of India. | 12. Kalidas is called the Shakespeare of India. |

Exercise

Correct the following :—

His brother enquired that whether we had agreed to go. The teacher asked me that who had broken the bench. Unless you do not work hard you can not get class promotion. Now he has done his work he may go home earlier. When both of us profess the same religion we should not quarrel. He was appointed as the Headmaster of the school. Until you are wicked you can not win his good opinion. I told him that how the sum could be worked out.

XIII. Phrases and Idioms misused

| <i>Incorrect</i> | <i>Correct</i> |
|---|--|
| 1. My friend <i>shook my hand</i> . | 1. My friend <i>shook me by the hand</i> , or <i>shook hands with me</i> . |
| 2. He <i>pulled my ear</i> . | 2. He <i>pulled me by the ear</i> . |
| 3. The patient <i>is at the door of death</i> . | 3. The patient <i>is at death's door</i> . |
| 4. The boy <i>tried to give dust into the eyes of his teacher</i> . | 4. The boy <i>tried to throw dust in his teacher's eyes</i> . |

Incorrect

5. Are you going to *give* the examination this year?

6. He *turned every stone* to save him.

7. He is *above head and shoulders* in debt.

8. The young man played *drakes and ducks* with his fortune.

9. They led *a cat and a dog's* life.

10. He killed two birds *at one stone*.

11. I do not know how it *came to the light*.

12. The drowning man will *catch up* a straw.

13. I *am friendly* with him. I *am in friendly terms* with him.

14. The train is running *in time*.

15. I *called upon* your shop yesterday.

16. *Wrong or right* I am determined to go.

17. He entered *head and heart* into the business.

18. Some of my *family members* are ill.

19. From *last to first* he maintained this spirit.

Correct

5. Are you going to *appear at* or *to sit for* the examination this year?

6. He left *no stone unturned* to save him.

7. He is *over head and ears* in debt.

8. The young man played *ducks and drakes* with his fortune.

9. They led *a cat-and-dog* life.

10. He killed two birds *with one stone*.

11. I do not know how it *came to light*.

12. The drowning man will *catch at* a straw.

13. I *am on friendly terms* with him.

14. The train is running *to time*.

15. I *called at* your shop yesterday.

16. *Right or wrong* I am determined to go.

17. He entered *heart and soul* into the business.

18. Some *members of my family* are ill.

19. From *first to last* he maintained his spirit.

Incorrect

20. Thirty boys live in
the boarding of the school.

21. ~~He will likely come~~
to-morrow.

Correct

20. Thirty boys live in
*the boarding house of the
school.*

21. *He is likely to come*
to-morrow.

NOTE—These are mistakes of *idiomatic collocation* which we can never infringe, for the idiomatic collocation of a language, sanctioned by long usage, has acquired the force of grammar.

XIV. Misuse of Idioms continued

Incorrect

1. He started by the
5-30 o'clock train.

2. Mahomed *took his*
birth at Mecca.

3. I *took my admis-*
sion into the school.

4. I wrote to Mr.
George Robertson Esqr.

5. He was taken to
task for *giving false*
witness.

6. We were *class-*
friends.

7. I have paid *my*
schooling fee.

8. Give *me* some
blotting.

Correct

1. He started by the
5-30 train.

2. Mahomed *was born*
at Mecca.

3. I *was admitted* or
I got myself admitted into
the school.

4. I wrote to Mr.
George Robertson.

5. He was taken to
task for *giving false eviden-*
ce.

6. We were *class-*
mates or *class-fellows.*

7. I have paid *my*
school fee.

8. Give *me* some
blotting paper.

Incorrect

9. This is the *home* in which he lives.

10. I granted him a *freeship*.

11. Once lend me your knife.

12. He has *not any* book to read.

13. He was asked to *fair out* the answer.

Correct

9. This is the *house* in which he lives.

10. I granted him a *free-studentship*.

11. *Just* lend me your knife.

12. He has *no* book to read.

13. He was asked to *make a fair copy* of the answer.

XV. Phrases and Idioms concluded

Incorrect

1. Your excuse *holds no water*.

2. He is *over his head and his ears* in debt.

3. He has never lost *this truth from sight*.

4. The boy did not *know to swim*.

5. He was rash to *fly at the face* of danger.

6. The man mended his ways and *turned a new page*.

7. He was living from *hand to face*.

8. He *lorded over* his class-fellows

9. He is *to the best* an average scholar.

Correct

1. Your excuse *does not hold water*.

2. He is *over head and ears* in debt.

3. He has never lost *sight of this truth*.

4. The boy did not *know how to swim*.

5. He was rash to *fly in the face* of danger.

6. The man mended his ways and *turned over a new leaf*.

7. He was living from *hand to mouth*.

8. He *lorded it over* his class-fellows.

9. He is *at best* an average scholar.

| <i>Incorrect</i> | <i>Correct</i> |
|--|--|
| 10. <i>Whole Bengal</i> mourns his loss. | 10. <i>All Bengal</i> or <i>the whole of Bengal</i> mourns his loss. |
| 11. He walked with his head <i>open</i> . | 11. He walked with his head <i>bare</i> . |
| 12. He called the fact <i>into his mind</i> . | 12. He called the fact <i>to mind</i> . |
| 13. These facts were <i>brought into light</i> . | 13. These facts were <i>brought to light</i> . |
| 14. The prisoner was <i>set at freedom</i> . | 14. The prisoner was <i>set at liberty</i> . |
| 15. He killed two birds <i>in one shot</i> . | 15. He killed two birds <i>at one shot</i> . |
| 16. The boy <i>tells</i> that he is innocent. | 16. The boy <i>says</i> that he is innocent, or the boy <i>tells</i> me that he is innocent. |
| 17. He is a <i>failed</i> candidate. | 17. He is a <i>plucked</i> candidate. |
| 18. He has obtained <i>passable</i> marks. | 18. He has obtained <i>pass</i> marks. |
| 19. He has a <i>private</i> business with me. | 19. He has a <i>piece of private</i> business with me. |
| 20. Is there any <i>place</i> for more boys? | 20. Is there any <i>room</i> for more boys? |
| 21. He tried <i>head and heart</i> for success. | 21. He tried <i>heart and soul</i> for success. |
| 22. He wants <i>my</i> reply by the next mail. | 22. He wants <i>a</i> reply <i>from</i> me by the next mail. |
| 23. He took <i>my</i> leave yesterday. | 23. He took <i>leave of me</i> yesterday. |
| 24. He is <i>true</i> to his words. | 24. He is <i>true</i> to his word. |

| <i>Incorrect</i> | <i>Correct</i> |
|--|--|
| 25. He <i>cares a straw</i> for me. | 25. He <i>does not care a straw</i> for me. |
| 26. He <i>cares a fig</i> for me. | 26. He <i>does not care a fig</i> for me. |
| 27. He <i>cares a brass farthing</i> for me. | 27. He <i>does not care a brass farthing</i> for me. |
| 28. I <i>am a guarantee</i> to his honesty. | 28. I <i>stand guarantee</i> for his honesty. |
| 29. His head was <i>changed</i> with what we said. | 29. His head was <i>turned</i> with what we said. |

Exercise

Use the appropriate idioms in the following sentences :—

Starvation *stared at their faces*. I am sorry I am *giving you this trouble*. He *took great pain* to do his task. My fate *shakes in the balance*. I *admitted* the boy into the Hindu School. I find nothing *to be blamed* in his conduct. Can you *call into your mind* such an incident? The constable *caught hold upon me* in the left arm. My things are all *at sevens and sixes*. I can not really understand how the secret *took the air*. My brother is too good to *pick up a quarrel* with any one. Your objections will *hold no water*. The thief at last *made his escape good*. The boy failed, but his teacher encouraged him *to take to heart*. Such strange things happen *once on the way*. A strong man never *misses his head* in dangers and difficulties. The sight of the dog was *in fault*. The litigants at last agreed to *come into the terms*. His authority can not be *set to naught*. *On the other day* I found him walking by the riverside. His goods were attached *in pursuit of a decree* of the Sub-Judge. The bill was passed *on the face of* Government opposition. I told him *in his face* that he was a liar. The soldiers fought a *hand in hand* fight. I was then *at time* to catch the train. The holidays are *in hand*. The boy had the multiplication tables *at the ends of his fingers*.

XVI. Miscellaneous Errors

| <i>Incorrect</i> | <i>Correct</i> |
|--|--|
| 1. He <i>informed this to the Police.</i> | 1. He <i>informed the Police</i> of it. |
| 2. Do you know <i>who</i> this book belongs to ? | 2. Do you know <i>whom</i> this book belongs to ? |
| 3. I told him the things <i>those</i> I heard. | 3. I told him the things <i>that</i> I heard. |
| 4. <i>Being a rainy day</i> , we could not go out. | 4. <i>It being a rainy day</i> we could not go out. |
| 5. Thirty rupees <i>were</i> paid in all. | 5. Thirty rupees <i>was</i> paid in all. |
| 6. The result is ready ; I insist on <i>it</i> being announced to-day. | 6. The result is ready ; I insist on <i>its</i> being announced to-day. |
| 7. I was very much upset at the <i>servant</i> not turning up in time. | 7. I was very much upset at the <i>servant's</i> not turning up in time. |
| 8. I was angry at his <i>dog</i> barking at me. | 8. I was angry at his <i>dog's</i> barking at me. |
| 9. He regarded my information <i>as little in importance.</i> | 9. He regarded my information <i>as of little importance.</i> |
| 10. This is a book <i>whose</i> price can not be known. | 10. This is a book <i>the price of which</i> can not be known. |

NOTE—(1) If a noun or a pronoun denotes a person or other animals, it must be put in the possessive case when it is placed before a *Gerund* ; but the possessive *its* (and not *it*) should be used with a *Gerund*, though 'its' antecedent may not denote a person or other animals ; see Examples 6, 7 and 8.

(2) When the idea of *an object thought of as something whole or entire* is conveyed by a plural nominative, the verb *should* be singular as in Example 5.

APPENDIX—A

Calcutta University Papers

1910

1. Construct short sentences to illustrate the difference of meaning or usage between each of the following pairs of words and phrases :—

Very much ; Too much ; Compare with, compare to ; Principal, principle ; Older, elder ; Senseless, meaningless ; Compliment, complement ; Elicit, illicit ; Stationary, stationery.

2. Parse the words italicised in the following :—

We shall not see his *like* again. I have not seen him *since*. *But* me no *buts*. So much *the* better for him. *What* with the wind, *what* with the rain, the players had to stop the play *after* a few minutes.

3. Defend or correct where necessary, giving reasons :—

All but he had fled ; None but the brave deserve the fair ; He is much the cleverest of the two ; He asked for an alms ; I do not like these sort of people ; This man is very different to that ; If I were strong enough to work, I am strong enough to look after me.

4. Construct simple sentences to illustrate the difference between Gerunds, Verbal Nouns, and Participles.

5. Fill up the blanks with Appropriate Prepositions :—

(a) The cup was—my lips when he dashed it—the ground in obedience—your order.

(b) How can I go—with the work ?

(c) I have reasons—being conscious—that. I rely—his support and I attach value—his acts.

1911

1. The *modn having risen*, the leader of the band addressed his men saying that the task before *them* was as dangerous as it was *difficult*, yet they would be mad to neglect the opportunity ; at the worst they could *still die like brave men*.

(a) Change the above into the Direct Form of Speech.

(b) Parse the words in italics.

2. Frame sentences with :—What as a Compound Relative Pronoun ; What as an Interrogative ; What as an Interjection ; That as a Relative Pronoun ; That as a Demonstrative Pronoun ; That as a Conjunction , Since as a Preposition.

3. Fill up the blanks :—The man was angry—me for pointing—him that his addiction—gambling would be the cause—his ruin.

Or,

When my employer dispensed—my services, I disposed—my furniture and was reconciled—my fate and set—a grocer's shop.

Or,

The messenger asked the station master—the train was late—it would arrive—many passengers it carried and—its average speed was.

4. Construct sentences to illustrate the use of the following pairs of words :—

Latter, later ; Born, borne ; Few, a few ; Hear, listen ; Since, from ; Refuse, deny.

(Test Papers)

-1912

1. Parse the words italicised in the following :—He is fond of *playing* tennis. *What* man is this ? *Thank* you. He is quite *out* of it. Act *like* a man. He came *and* enquired.

2. Correct or justify :—

(a) The wages of sin is death. (b) Ram as well as John were gone. (c) You have played instead of worked. (d) Let each of us go in their turns. (e) I objected to you saying that. (f) The house is to let.

3. Distinguish between the plurals of :—Cloth ; Genius ; Brother.

Or

Tell the number of each of the following words :—Alms ; Scissors ; News ; Amends ; Summons ; Riches.

4. Construct sentences to illustrate the difference between :—Gladder, Gladlier ; Older, Elder ; Foremost, First.

Or,

Illustrate in sentences :—*After* as a preposition ; as a conjunction ; as an adverb. *But* as a preposition as a conjunction, as an adverb.

5. Explain and illustrate in short sentences the difference between :—Part with, part from ; Compare to, compare with ; Carry on carry out.

6. Explain the meaning of the Interrogative Pronouns or Interrogative Adjectives used in the following :—

(a) Who is he ? (b) What is he ? (c) Which is he ? (d) Which of these books do you like ? (e) What book does not preach a moral ? (Test Papers)

1913

1. Change the following speech into indirect narration :—

"Comrades," he said, "listen to me ; for though I often talk nonsense, I can talk sound sense when I choose. Fortune has sent us this treasure so that we may lead a life of ease, and we will spend it as lightly as we have come by it, who could have guessed, when we set out to-day that we should come by so fair a fortune ?"

2. Insert appropriate words in the places left blank :—
Filled—pity for them, he swore to avenge them—the tyrant—all Greece should ring—his punishment No more—this ; we have had enough—it. Be—good cheer, for you are dear—me.

3. Construct short sentences to illustrate the difference in meaning between each of the following pairs of words :—Artisan, Artist ; Notable, Notorious ; Practical, Practicable ; Principal, Principle.

4. Parse the words italicised in the following pairs :—(a) He is *about* to go ; He can go *about*. (b) *That* man is wise ; He worked hard *that* he might succeed. (c) He came *as* soon as he could ; He came as soon *as* he could. (d) *How else* could I do it ? Who *else* was there ?

5. Explain grammatically the difference in the uses of the italicised words in the following :—

He is *singing*. He loves *singing* old songs. He loves the *singing* of birds.

1914

1. Change the following into Indirect Narrative :—

I am sure I shall have the consent of all who are listening to me to-night, when I claim that we have done all that is possible for us to do to bring together the two parties in this dispute. Do not hastily set down our efforts as useless. Let us be patient ; we have advanced far during the past few days.

2. Construct short Sentences adding the right preposition after the following words :—

Appeal ; Disappoint ; Fruitful ; Enquired ; Proceed ; Suitable.

3. Form the derivatives and make sentences with the words so formed :—

Adjective from 'joy' ; Verb from 'rich' ; Adverb from 'cheer' ; Noun from 'vital'.

4. Make short sentences to illustrate the difference in meaning between the following pairs of words :—Credible, Credulous ; Human, Humane ; Judicial, Judicious ; Wreath, Wreathe.

5 (a) Parse the words italicised :—He walked *home* ; He spoke *after me* ; He had laid him *low*.

(b) Correct or justify :—All but he had fled. My sister is taller than her. None but the brave deserve the fair.

1915

1. Construct short sentences to exemplify :—

An adjective from *melody*, A verb from *cheap*. A noun from *subtle*. An adverb from *gloom*.

2. (a) Parse the words italicised in the following :—How do you *do* ? He lived an idle *life*. Do your duty *by* the university.

(b) Correct or justify :—I love you more than him. Bacon as well as Shakespeare were dead. Full many a flower is born to blush unseen.

3. Construct sentences introducing the following expressions :—In the least ; At all ; In accordance with ; In spite of ; On the contrary ; Nevertheless.

4. (a) Give the diminutives of the following :—Duck ; Lamp ; Stream ; Isle ; Hill ; Lass.

(b) Distinguish between the following and parse 'only' :—He lost his *only* child ; He lost his child *only*.

5. Change the following into Indirect Narrative :—

Then he asked his friend. "Give me your hand ; fare you well. Grieve not that I am fallen into this misfortune for you. Commend me to your wife, and tell her how I loved you."

6. Distinguish between :—A garden flower. A flower garden. A ring-finger. A finger-ring. (Test Papers)

1916

1. (a) Change the following into the Indirect Form of Speech :—

"My dear friends," said he, "we have come because we have a message to give you. Long ago we heard of the tribe to which you belong, and long our hearts have wished to meet you."

(b) Read the following and write down the questions originally asked :—

(i) He wished to know why we were late. (ii) They asked what he had done for his country. (iii) He asked when they were going

2. (a) Fill up the blanks in the following :—

I am confident—success; time is—our side; I am sensible—our difficulties, but I have confidence—the future. Our party will be borne—an easy victory. This is my view in regard—my proposal.

(b) Parse the words italicised in :—

He loves *singing* songs. *After* that I will say no more.

He is all *but* perfect.

3. Explain the force of the word 'have' in :—

(a) We *have* three horses

(b) I *have* the letter written.

(c) I *have* to go to Burdwan.

4. Explain and illustrate the difference between :—

Beneficial, Beneficent. Expedient, Expeditions. Few, A few.

5. Distinguish between :—

(a) 'I am willing' and 'I wish.'

(b) 'This will not avail' and 'I wish to avail myself of this.'

1917

1. Change the following into the Indirect Form of Narration :—

I cannot help thinking you are bound on the same business as myself—which is, I confess to you honestly, to strike a blow for the king. If you are on the same errand, I have two old relations who are staunch to the cause, and I am going to their house to remain until I can join the army. If you wish it, you shall come with me, and I will promise you kind treatment and safety while under their roof.

2. Construct sentences to illustrate the difference between each of the following pairs of words :—

Corporal. Corporeal. Comprehensive. Comprehensible. Officious. Official. Verbal. Verbose.

3. Distinguish the two plurals of :—Index, Fish, Brother.

4. Write sentences with the following words (a) as an adjective ; (b) as an adverb :—First, Early, Better.

5. (a) Parse the words italicised in the following :—

(i) He is fond of *playing* cricket. (ii) He loves the *singing* of birds. (iii) They made him *king*.

(b) Construct short sentences using an appropriate preposition after each of the following words :—

(i) Eligible, (ii) Congenial, (iii) Prodigal, (iv) Superior.

1918

1. Change the narration of the following :—

I am a merchant from distant parts. On my journey last night I met with thieves, who stripped me of my purse and all that I had ; and now I must seek my only friend in this town, an esquire at the king's palace. He will be glad, I know, to lend me what I ask ; only set me down at the palace gates, and I shall soon be in a position to pay you handsomely for this morning's kindness. Tell me your name, friend, and where you live.

2. (a) Fill up the gaps in the following :—

(i) You are much stronger—you used to be.

(ii) Wait here—I return.

(iii) Many years have passed—I saw you last.

(iv) Either you—I must go to Bombay to meet him.

(b) Form and make sentences with :—(i) A noun from *fluid*. (ii) An adjective from *sympathy*. (iii) A verb from *liquid*

3. Construct sentences containing examples of :—

(i) A noun clause ; (ii) An adjective clause ; (iii) A cognate object.

4. Parse the words italicised in :—

(i) Wait a *little*. (ii) *Few* shall part where many meet. (iii) *Why* are you late this morning ?

(b) Construct sentences with appropriate prepositions after the following words :—Acceptable, Fertile, Productive, Enlist.

5. Write sentences with the following :—In spite of, In accordance with, All along, By degrees, All the same, As well as, Once in a way, At first hand.

1919

1. Insert appropriate prepositions and make sentences with the following :—At variance, Make the best, In keeping, At an end, In virtue of, Lay stress.

2. Account for the presence or absence of an article before the words italicised in the following pairs :—

(a) *Man* is mortal. I saw the *man* passing that way.

(b) The *safety* of the country is at stake. He went into the country for *safety*.

(c) Many are called, but *few* are chosen. *A few* are sure to be chosen.

3. Construct sentences to illustrate the difference between the following pairs :—Very and much ; very much and too much ; each other and one another.

4. Compose (a) an interrogative sentence, (b) an exclamatory sentence and (c) a complex sentence.

5. (a) Give the plurals of :—Crisis, fowl, Miss Brown, man-trap, father-in-law, cherub.

(b) Correct the following :—

(i) Between you and I, there is much reason in what he says.

(ii) Do you know who you are speaking to ?

(iii) He was resolved of going to the front.

(iv) He believed in a strict observance after times and fashions.

1920

1. (a) Form and make sentences with :—A verb from 'head' ; an adjective from 'care'

(b) Construct sentences to illustrate :—*Shoulder* as a verb. *Still* as a noun. *Since* as a preposition.

2. Distinguish between a phrase and a clause and give an example of (a) a noun clause, (b) an adj. clause, (c) an adverbial clause.

3. Give an example of each of the following :—

(a) An Abstract Noun used to express a Concrete object.

(b) The Nominative Absolute used with a Present Participle.

(c) A Collective Noun with a singular verb.

(d) A Case in Apposition.

4. Construct short sentences introducing the following so as to show that you understand their meaning :—

(a) To lose one's head. (b) To caste about for. (c) To turn over a new leaf. (d) To strike home. (e) To come to terms.

5. (a) Turn the following from Wordsworth's 'We are Seven' into the Indirect Form of Speech :—

"Sisters and brothers, little Maid,
How many may you be ?"
"How *many*" "Seven in all" she said,
And wondering looked at me.
"And where *are* they ? I pray you tell."
She answered, "Seven are we ;
And two of us at Conway dwell,
And two are gone to sea."
"You say that two at Conway dwell,
And two are gone to sea ;
Yet you are seven ! I pray you tell,
Sweet maid, how this may be ?"

(b) Parse the italicised words in (a) Q. 5.

1921

1. Write a short note on the structure of a sentence in English, illustrating your answer by reference to (a) A Simple sentence, (b) A Compound sentence, (c) A Complex sentence.

2. State and illustrate the main rules for the sequence of tenses in English.

3. Distinguish between an adjective and an adverb and give examples to show that the same words may be used as an adjective and as an adverb.

4. What is exactly meant by 'parts of speech' and what by the term 'parse' ?

5. (i) Write two short sentences using (i) 'book' as a verb, and (ii) 'round' as a noun ; and state what other parts of speech each of these words may be.

(b) Give an example of each of the following :—

(i) A noun having two meanings in the singular and one meaning in the plural. (ii) A noun which has one meaning in

the singular and two in the plural. (iii)* A noun which acquires a new meaning in the plural ; and write short sentences to illustrate the difference in meaning in each case.

6. Turn the following into the Indirect Form of Speech :—

"You have lost a camel," said he to the merchants. "Indeed, we have," they replied. "Was he not blind in the right eye, and lame in the left leg?" said the dervise. "He was," replied the merchants. "Had he not lost a front tooth?" said the dervise. "He had," rejoined the merchants. "And was he not loaded with honey on one side, and wheat on the other?" "Most certainly, he was," they replied. "And as you have seen him so lately, and marked him so particularly, you can in all probability conduct us to him." "My friends," said the dervise, "I have never seen your camel, nor even heard of him but from you." "A pretty story, truly," said the merchants, "but where are the jewels that formed a part of his cargo?" "I have never seen your camel, nor your jewels," repeated the dervise.

7. Write sentences to illustrate the correct use of the following :—

To run to waste ; to go a long way ; to make headway ; to break loose ; to chime in with ; to come to head to set at naught ; to pay one's way.

1922

1. Illustrate by sentences four different uses of the words 'fair' and 'fast.'

2. Explain the force of the prepositions in the following :—

- (a) He died a few months ago of cancer.
- (b) With all his learning he had but little judgment.
- (c) The life-boat made straight for the sinking ship
- (d) He claims his descent from a Norman Baron.

3. Substitute single words for the phrases italicised in the following :—

- (a) He was forced to say this *all over again*.
- (b) The door was *partly open*.
- (c) The sight of the town *inspired her with courage*.
- (d) She had *taken upon* herself to awaken the others.

4. Parse the following italicised words :—

- (a) Men *who* have gone great *lengths* in the career of fame.
- (b) To *do* anything in this world *worth doing* we must not stand

shivering on the brink. (c) We should scramble *through* as well as we can. (d) He one day *finds* that he is sixty-five years of age.

5. Analyse the following sentence :—

Another man, whose life I had once saved after he had been tossed by a buffalo, attempted to spear the lion, while he was mangling my servant

6. Turn into Indirect Form of Narration :—

"I wish I were a king's son," cried a poor boy, as he sat on some straw in his wretched home. "Why do you wish that, my boy?" asked his teacher, who had entered unobserved. "Why Sir, I was standing by the palace gate this morning to see all the grand folk going to court, splendidly dressed, in fine carriages. I thought how happy they must be to be allowed to see the queen and to enter the beautiful palace." "What do you think, if I told you that you might be a king's son, if you chose, this very moment?" asked the teacher.

7. Construct sentences explainin the difference between Human, Humanè. Momentary, Momentous.

8. Correct the following :—

(a) Untl you remain idle, you will make no pr gress. (b) I wish I was dead. (c) Unless you do not walk fast you cannot get to school in time. (d) The train is rupning in time. (e) I called upon your shop yesterday. f) He is devoted to gambling.

1923

1. Turn into Indirect Narration :—

"Alas! child," said his mother, "I have not a bit of bread to give you; you ate up all the provisions I had in the house yesterday. But I have a little cotton which I have spun; I will go and sell it and buy bread, and something for our dinner." "Mother," replied Aladdin, "keep your cotton for another time, and give me the lamp I brought home with me yesterday. I will go and sell it, and the money I shall get for it will buy both breakfast and dinner, and perhaps supper too."

2. Write sentences, explaining the difference between :—

Confer with, confer upon. Prevail over, prevail with. Official, officious.

3. Insert appropriate prepositions in the places left blank :—

He was a man—intellect and culture, who always kept—himself a high ideal and sought to translate it praftice. He did not always succeed—his attempts to do so, but great credit is still

due—him for his noble attempt. He always looked—himself as a student, and though his appetite—knowledge was never fully satisfied, he found—his studies the greatest delight—his life. But—all his learning and high character, he sometimes failed to carry his plans through, for the people around had not his vision and insight.

4. Distinguish between (a) a Gerund and a Verbal Noun, (b) an Interrogative Adverb and a Relative Adverb, and give an example of each.

5. Correct :—

(a) Have you eaten your dinner ? (b) He has taken admission into the school. (c) He was friendly with me long before. (d) He says good English.

1924

1. Turn into Indirect Narration :—

"Really !" said the General, "his goods already belong to king Joseph ; he is under arrest. I will go beyond what they ask. I understand now the importance of the last request. Well, let him buy the eternity of his name, but Spain shall remember for ever his treachery and its punishment. I give up the fortune and his life to whichever of his sons will fulfil the office of executioner. Go, and do not speak to me of it again."

2. Construct sentences explaining the difference between :—

In fault, At fault. Succeed to, Succeed in. Cry against, Cry down. Bring about, Bring forward.

3. Define and give examples of the following :—

Cognate Object ; Objective Complement ; Dative of Interest ; Gerundial Infinitive.

4. Correct the following :—

(a) We glory at being Hindus.

(b) He is restrained in damaging the property at an order of the Court.

(c) The draining of the marsh freed the surrounding places of malaria.

(d) The drowning man will catch up a straw. (Test Papers)

1925

1. Turn into Indirect Narration :—

"Ye," said he, "are unhappy and need not envy me that walk thus among you, burdened with myself, for do I, ye gentle beings,

envy your felicity, for it is not the felicity of man. I have many distresses from which ye are free : I fear pain when I do not feel it ; I sometimes shrink at evils recollected and sometimes at evils anticipated ; surely the equity of Providence has balanced peculiar sufferings with peculiar enjoyments."

2. Insert appropriate prepositions in the blank spaces below :—

He was a man—great courage, and while his powerful intellect was responsible—his splendid vision—the University of Calcutta—as it ought to be, his courage enabled him to accomplish much—which others would have shrunk. He had addressed himself—the work—making it a first-rate, up-to-date University and—the interest—this noble object he worked—a zeal unparalleled, an enthusiasm unabated, a faith undimmed. But, alas ! death removed him too early—the scene of his loved labours.

3. Construct sentences to illustrate the distinction between :—

Count, Count on ; Touch, Touch upon ; Repair, Repair to ; Provide for, Provide against ; Dispense, Dispense with.

4. Correct the following sentences :—

- (a) He shouted to the top of his voice.
- (b) My father was absent from this place since last Friday.
- (c) I request your favour-in coming here.
- (d) He caught me in the neck and dealt him a sound thrashing.
- (e) He is determined in ruining him.
- (f) This will not minister for my wants.
- (g) His view militates with mine.

5. Cite instances of adverbs modifying prepositions

(Test Papers)

1926

1. Parse the words italicised in the following :—

- (a) The *herald* to the clan that first enters Ontala.
- (b) For the *structure* that we raise
Time is with materials filled.
Our *to-days* and yesterdays " "
Are the blocks with which we build.
- (c) The boast of heraldry, the pomp of power,
And all that beauty, all that wealth e'er gave,
Awaits alike the inevitable hour.

2. Change the following into the Indirect Form of Speech :—

"My dear Juanito," she said gaily, "if thou didst only know how sweet death would be to me, if it were given by thee, I should not have to endure the odious touch of the headsmen's hands. Thou wilt cure me of the woes that were in store for me and, dear Juanito, thou couldst not bear to see me wedded to another..."

"Have courage," said his brother Felipe, "or else our race that has almost given kings to Spain, will be extinct."

3. Insert appropriate prepositions in the following :—

(i) The lawyer acts—his client and is supposed to look—his interests. (ii) Beware—laziness, as it is one—the worst habits a man can have. (iii) Fly—sin as—death. (iv) A man's so-called friends turn—him in the day—his adversity. (v) Criminals prey—society and should be punished—detection.

4. Define or explain the following, giving an example of each :—

(1) Adverbial object, (2) Pronominal adjective, (3) Gerundial infinitive, (4) Nominative absolute, (5) Subjective complement.

5. Construct sentences to illustrate the differences in meaning between each of the following pairs of words :—

Iron, Manner, Air, Ability, Cloth.

1927

1. Analyse the following sentence :—

Yet amidst such complicated evils the fortitude of Pratap remained unshaken, and a spy sent by Akbar represented the Rajput and his chiefs seated at a scanty meal maintaining all the etiquette observed in prosperity, the Rana bestowing the *doonah* on the most deserving, and which, though only of the wild fruit of the country, was received with all the reverence of better days.

2. Change the following into the Indirect Form of Speech :—

"I shall speak to-day of that kind of courage which enables us to meet bodily dangers and even death without fear. This is a quality which man shares in some degree with the inferior animals. And whether we regard it in man or in brute, it is a noble quality. For by it we mean that resolute energy which impels him who has it to face without flinching terror and pain. We may therefore define it as 'fearless action, which cleaves to its purpose regardless of consequence.' You may have seen the wild boar's desperate rush, when he turns and charges against his pursuers. That is the kind of courage I mean."

3. Correct the following :—

We was soon in the edge of the marsh, and gone for one of those lanes in dry rushes which ran in these low forests. Our elbows which touched the long ribbon-like leaves, had left a slight noise after us and I was seized with the powerful and singular emotions which marshes cause with me. This one was dead of cold, after we were walking about it, at the middle of its population of dried rushes.

4. Define or explain the following, giving an example of each :—

Adverbial adjunct, Objective complement, Conjunctive adverb, Nominative absolute

5. Construct sentences to illustrate the difference in meaning between the phrases constituting a pair in the following :—

Keep at and keep to, fire at and fire up, hold back and hold on, run after and run into.

CALCUTTA UNIVERSITY

Entrance Examination

1886

Write out the following sentences, supplying the proper prepositions :—

True politeness consists—considering others' feelings. The furniture consisted—chairs and tables only. You should be consistent—your statements. Your practice is not consistent—your professions. The accident which resulted—the man's carelessness is likely to result—his death. Confide—me and I will try to help you. The management of the affair was confided—me.

1887

Supply each of the following blanks with the proper preposition :—

Condole—a person ; bestow it—John ; believe—her sincerity ; beware—mistakes ; hanker—riches ; the election hinged—his vote ; he was guilty—theft ; do not pry—other men's secret ; they reckoned—small profits ; he had great pride—his birth ; she was very prone—idleness.

1891

Complete the following sentences by inserting one word in each of the blank spaces :—

(a) I—be much obliged if you—kindly let me know how the letter—be addressed. (b) If you—done this, you—certainly have lost your life. (c) Instead of writing to him you—certainly—paid him a visit. (d) You promised me that you—wear it till the hour of death. (e) He is such a man—you describe. (f) Cicero boasted that he had—dust in the eyes of the jury. (g) I sympathise—you in your affliction.

1892

Complete the following sentences by inserting one word in each of the following blank spaces :—

- (a) —I answer the letter, or—you like to do it yourself.
 (b) I remain, sir,—obedient pupil—.
 (c) I have been ill—two days, but hope to be better—tomorrow, and quite well—a week's time.
 (d) This road is preferable—that one, but I feel—tired to walk any farther.
 (e) He burst—tears and said he was ashamed—his conduct.

1894

1. Complete the following sentences by inserting one word in each of the blank spaces :—

(a) He took me—task for not acting—the information he gave me. (b) Only such students are to be admitted—the school—as have passed the test examination. (c) As I have no use—the book, what is the use—my buying it? (d) Previously—being released, he was accused—having conspired—the king. (e) To replace indulgence—harshness is only to substitute one evil—another.

2. Correct any errors in the following :—

(a) He is having an attack of fever every day since last four days. (b) I will be very glad to see you again and hope shall accept of my invitation. (c) If either of these books is yours, tell me whom you wish it to be given to

DACCA UNIVERSITY

Matriculation Examination ,

1927

I. Form sentences to show the difference in meaning between :—

Born, Borne. Laid, Lain. Loosed, Lost.

II. Correct or justify :—

(a) The wages of sin is death. (b) Ram as well as John were gone (c) I object to you saying that. (d) This house is to let. (e) I have not seen him long since.

III. Form an adjective from 'joy,' a verb from 'rich,' an adverb from 'cheer' and a noun from 'vital' Construct a short sentence to illustrate the meaning of each of the words formed by you.

PATNA UNIVERSITY

Matric. Examination

1922

I. Turn the following passage into the Indirect Form of Narration :—

"In the evening I have my game of whist, which I never miss. I am surprised that you do not play with your skill, as I know, at games of that kind. You should play; learn. As it is, you have little to amuse you; and now is the time to acquaint yourself with a means of enjoyment which will be a solace to you when you are grown too old for less gentle diversions."

II. Give examples to show the various uses of the following words as different parts of speech :—

Much, As, Since, Only, Enough, Little.

III Distinguish between the following pairs of words or phrases, and frame sentences to show that you understand the distinction.

Eldest. Oldest. Later, Latter. Nearest, Next. Beside, Besides. Little, A little. At present, Presently. On the contrary, to the contrary.

IV. Construct sentences to illustrate the difference in meaning between each of the following pairs of sentences :—
 Enter upon, Enter into. Point at, Point to. Rest on, Rest with.
 End in, End by. Live for, Live within. Fall under, Fall in with.
 Listen to, Listen for. Get at, Get to. Taste of, Taste for. Trust to, Trust with.

V. Combine into a simple sentence each of the following sets of sentences :—

- (a) He lost his health. This added to his difficulties.
- (b) The Mogul Empire fell to pieces. Aurangzeb's reign was over.
- (c) Men cross deserts by camels. There is no other way.
- (d) In the forest a woodman met me. He had a hatchet in his hand and a bundle of sticks on his back.

Alternative

1923

I. Analyse fully the following stanza and parse fully the words *for, dim, closed, another, ours* of the same stanza :—

‘For when the morn came dim and sad
 And chill with early showers.
 Her quiet eyelids closed—she had
 Another morn than ours.’

II. Give a general analysis of the following stanza :—

‘They say I am rich, but I ’m feeling so poor
 I ’d like to exchange with you even
 The pounds I have lived for and laid up in store
 For the shillings and pence you have given.’

III. Turn into the Indirect Form of Narration :—

“Have you finished your lesson, George ?” said Mr. Maurice to his son. “No, father,” replied George, hanging down his head. “Why not, my son ?” Because it is so difficult, father, I am sure I shall never learn it. Besides, I could not remember it after I had learnt it, my memory is so bad.” “If I were to promise you a holiday on the third of next month, do you think you would forget the date ?” “I am pretty sure that I should not.”

IV. Fill up the blanks by inserting appropriate prepositions :—

- (a) He competed—me—scholarships
- (b) Give me, change—this rupee, but I want change—
—coppers.

- (c) He was blessed—good health and blessed—his children.
 (d) He got—debt and could not get—it again.
 (e) He lives—honest labour and well—his means.
 (f) She puts—airs and dresses herself—silk.
 (g) I broke the news—him and the result is that he has broken—me since then.
 (h) Greatly—my surprise he failed—the attempt.

V. Distinguish between each of the following pairs of words and frame sentences to show that you understand the distinction :—

Canon, Cannon. Miner, Minor. Stationary, Stationery. Straight, Strait. Whether, Whither. Haven, Heaven. Course, Coarse. Main, Mane. Pain, Pane. Rain, Rein.

VI. Substitute a single word of equivalent meaning for each of the following italicised phrases :—

- (a) That herb is *fit to be eaten*.
 (b) His motive is *merely to get money*.
 (c) He is *unable to pay his debts*.
 (d) The ways of God *are not to be understood*.
 (e) A child who is *born after the death of his father*.
 (f) A thing that is *not to be believed*.
 (g) One who is *averse to mixing in society*.
 (h) A voice that is *such as can hardly be heard*.
 (i) A man who is *very uneducated*.

1924

1. Rewrite the following in the form of a dialogue by changing it as far as possible from Indirect to Direct Narration :—

A fox, who had lost his tail, called the other foxes together, and standing with his back against a tree told them that the tail was of no use and should be cut off ; and that if all agreed to do this, no one could feel ashamed of having lost it. The tail, he said, was the source of all their dangers ; for the fox was hunted for the sake of its tail, and not for the sake of its flesh or fur. An old fox thanked the speaker for his advice, but asked him to explain why he kept his back so firmly fixed against the stump of that tree, and begged him to turn himself round, and let them see what sort of a tail he had, and how he would look without one.

2. Frame sentences using the opposites to each of the following words :—

Famous, emigrant, antipathy, pessimist, persuade, resolute, encourage and credit.

3. Construct sentences to illustrate the distinction between each of the following pairs of phrases :—

Call to, call for. Look over, look through. Run into, run through. Take to, take after. Proceed with, proceed against. Pass for, pass over. Touch at, touch upon. Get, to, get at.

4. Combine each of the following sets of sentences into a simple sentence :—

(a) His house and goods were sold. His debts had to be paid. (b) I declared him guilty. Everyone else declared him to be guilty. (c) He will return to us. He will not be long absent. (d) He has found out his mistake. He was very sorry. It was then too late.

Alternative Papers

1924 and 1925

1. Point out the mistakes in the following :—

(a) We are fond of advising others, but not of receiving it. (b) Whom do you think will be the captain next year ? (c) We saw a deserted house on the other side of the river, in which we resolved to pass the night. (d) I have also witnessed similar phenomena, and which I will now explain. (e) The King, with a few followers, were seen fleeing towards Gloucester.

2. Turn into opposite form of narration :—

The second spirit called Macbeth by name and bid him have no fear, but laugh to scorn the power of man, for none of woman born should have power to hurt him ; and he advised him to be bloody, bold and resolute. "Then live Macduff !" cried Macbeth, "what need I fear of thee ? But yet I will make assurance doubly sure. Thou shalt not live : that I may tell pale-hearted fear it lies and sleep in spite of thunder."

3. Distinguish between each of the following pairs of words, and frame sentences to illustrate the distinction .—

Adapt, Adopt. Contemptuous, Contemptible. Continuous, Continual. Decry, Descry. Exposition, Exposure. Industrious, Industrial. Rout, Route.

4. Form nouns from live, strike, bless, dig, and verbs from slave, clean, dim, bitter ; and use the words so formed in sentences.

1927

1. Parse the words in italics in the following :—

(a) So much *the* better for him. (b) *What* man is this ? (c) He is *about* to go. (d) How *else* could I do it ? (e) Who *else* was there ? (f) He loves *playing* tennis. (g) How *do* you do ? (h) He is all *but* perfect.

2. Construct sentences to illustrate the difference in the meaning between the transitive and intransitive uses of the verbs in the following pairs :—

Bear, Bear with. Close, Close with. Count, Count on, Dispense, Dispense with. Search, Search for. Work, Work at.

3. Write sentences with :—

All along, By degrees, All the same, At first hand, On the contrary, In view of the fact, Nevertheless, Long since.

4. Form verbs from bitter, secret, glass, nest ; and adjectives from room, repent, life, milk ; and use the words so formed in sentences.

ALLAHABAD UNIVERSITY

High School Examinations

1927

1. Frame sentences to illustrate the correct meaning and use of the following :—

Bag and baggage ; Null and void ; Spick and span ; Loaves and fishes ; Rhyme or reason ; Time and tide.

2. Give a clause analysis of the following sentence :—

While they were occupied in this way, he passed into an adjoining room, which excited no suspicion, as he was still visible through the open doors by which the apartments communicated with each other.

UNIVERSITY QUESTIONS ANSWERED

Calcutta University Papers

1910. •

A. 1. Very much :—The book has been *very much* appreciated by the public (highly).

Too much :—The sad news of the death of his son proved *too much* for him (almost unbearable).

Compare with :—The hand-writing of Ram was *compared with* that of Shyam (similarity between two *similar* things).

Compare to :—Life is *compared to* a stage. Time is *compared to* a river (similarity between two *dissimilar* things).

Principal :—The *Principal* of the college considered his case very favourably (chief).

Principle :—The guiding *principle* of his life was to make others happy (motto).

Older :—This building seems to be *older* than that. The Head Pandit of the school is *older* than the Headmaster (senior in age or years).

Elder :—Ram is the elder brother of Shyam (precedence in respect of birth).

Senseless :—He fell down *senseless* (unconscious).

Meaningless :—The sentence was *meaningless* (having no meaning).

Compliment :—Tender my *compliments* to your father (regards).

Complement :—The angle ABC is the *complement* of the angle CBD, both making up a right angle (that which makes up).

Elicit :—The pleader *elicited* this information in the cross-examination (drew out).

Illicit :—Private trade in opium is *illicit* (illegal).

Stationary :—The price of rice remained *stationary* (fixed).

Stationery :—He is a dealer in *stationery* goods ; e. g., writing materials, paper, pencil, eraser, &c.

A. 2. We shall not see his like again—Noun, objective case after the trans. verb *see* (a person like him).

I have not seen him since—Preposition of time, governing the expression "that time" understood after it. N. B.—It is

not an adverb of time, as it is *not* preceded by a verb in the Past Indefinite Tense.

But me no *buts*—(1) Trans. v., Imp mood having for its objects (a) *me* and (b) *buts*. (2) Noun, plural, obj. to (1).

So much *the* better for him—Adverb, Old Instrumental case, modifying the adv. *better*.

What with the wind, what with the rain, the players had to stop the play *after* a few minutes *What*—Adv modifies the prep. *with*. *After*—Prep. having for its obj. *minutes*.

A. 3. All but he had fled—Strict grammar would require 'him' instead of 'he.' But it is sanctioned by usage. It should be noted how this sort of confused construction arose. (1) All had fled, *but* he had not—where 'but' is a conjunction. (2) All had fled, *but* him—where 'but' is a preposition. (3) Both the constructions being mixed up in popular use, there arose the third construction, backed up by the authority of standard writers—*All but he had fled*.

None but the brave deserve the fair—This is incorrect and should be *deserves*. The following remarks should be carefully remembered. None=no+one; therefore it is singular. The rule is that the word 'None' as a subject is always singular *except in the phrase* "None of them" where the verb used is put in the plural by attraction or analogy to the phrases "all of them," "some of them," etc.

He is much the cleverest of the two—This is incorrect, and should be "much the cleverer" of the two, because the comparative degree has to be used when two persons or things are compared.

He asked for an alms—The word 'alms' is by Etymology singular, and we find the sentence 'He asked *an* alms' in the New Testament. But now the word is usually used in the plural; as, "He gave alms to the poor boy, and *these* were gratefully accepted."

I do not like these sort of people—Incorrect: use *this*.

This man is very different to that—Incorrect: change 'to' into 'from.'

If I were strong enough to work, I am strong enough to look after me—If I am strong...work I am strong, &c. The tenses in the two clauses must be of the same *time*.

A. 4. I like *walking* in the morning air (Gerund),
He has a *walking stick* (Participle)

The *walking* of an old man must be slow (Verbal Noun). For a full discussion of the question refer to the Section on Verbs, Part I.

A. 5. (a) The cup was on my lips when he dashed it to the ground in obedience to your order.

(b) How can I go on with the work ?

(c) I have reasons for being conscious of that. I rely on his support and I attach value to his acts.

1911.

A. 1. (a) The moon having risen, the leader of the band addressed his men and said, 'My comrades, the task before us is as dangerous as it is difficult, yet we will be mad to neglect the opportunity; at the worst we can still die like brave men.'

(b) **Moon**—Noun, common, feminine gender, 3rd person, sing. number, Nominative Absolute.

Having risen—Participle, present, referring to 'moon.'

Them—Pron., plural, 3rd person, obj. to the prep. 'before.'

As—Conjunctive correlative to 'as' before it.

Difficult—Adj. of quality, subj. complement to 'was.'

To neglect—Gerundial Inf. implying condition, used adverbially to qualify 'mad.'

Still—Adv. modifying 'die'

Die—To die, Simple Inf., obj. to 'could.'

Like—Adj. having the force of a preposition, governing 'men' in the obj. case.

A. 2. **What** as a Compound Relative Pronoun—You do not know *what* you are asking for.

What as an Interrogative—(1) *What* is your age ?—Interrogative Pronoun. (2) *What* books do you want ?—Interrogative Adjective.

What as an Interjection—*What!* to be duped by him in this way!

That as a Relative Pronoun—The cow *that* was sold yesterday was a milch cow.

That as a Demonstrative Pron.—Being pressed by the Headmaster, I said *that* yesterday.

That as a Conjunction—He said *that* he would go.

Since as a Prep—He has been suffering from fever *since* Thursday last.

A. 3. The man was angry with me for pointing out to him that his addiction to gambling would be the cause of his ruin.

Or,

When my employer dispensed with my services, I disposed of my furniture and was reconciled to my fate and set up a grocer's shop.

Or,

The messenger asked the Stationmaster *why* the train was late, *when* it would arrive *how* many passengers it carried and *what* its average speed was.

A. 4. **Latter**—I prefer the *latter* method to the *former*.

Later—This is a *later* edition of the book.

Born—The child was *born* deaf.

Borne—He was *borne* in a litter.

Few—The meeting was postponed as *few* persons attended it.

A few—I still require *a few* new books.

Hear—I can *hear* the sound from a distance.

Listen—He carefully *listened* to the words of his teacher.

Since—He has been here *since* Wednesday last.

From—The lectures will begin *from* January.

Refuse—He *refused* to go there.

Deny—He was present there, and he cannot *deny* the fact.

1912

A. 1. He is fond of *playing* tennis—Gerund, obj. case after the prep. 'of', and governing the word 'tennis' in the objective case.

What man is this?—Interrogative Adjective qualifying the noun 'man'.

Thank you—Verb, trans, active, indicative mood, having for its nom. "I" or "we" understood, and governing "you" in the objective case

He is quite *out* of it—Adv. modifying the verb 'is.'

Act *like* a man—Adj. having the force of a preposition, governing 'man' in the objective case. See Ans. to Q. 1 (b), 1911.

He came *and* enquired—Conjunction, co-ordinative, joining the two parts of the sentence "He came" and "He enquired."

A. 2. (a) The wages of sin is death : The word 'wage' really presents a difficulty with regard to its number, and we have such a phrase as "a living wage," in which case the word is used in a definitely singular number. But the word as used here may be taken to mean a collection and the use of the singular verb can be thus defended ; or the sentence may be thus construed, "Death is the wages of sin," and the use of 'is' is quite grammatical.

(b) Ram as well as John were gone—Incorrect ; it should be Ram...John was gone.

(c) You have played instead of worked—Incorrect ; it should be "you have played instead of having worked."

(d) Let each of us go in their turns—Incorrect ; Let each of us go in his turn.

(e) I objected to you saying that—Incorrect—"Your saying that" will be the correct form.

(f) The house is to let—Quite correct ; "to let" is in the quasi-passive form, being equivalent to "to be let."

A. 3. Cloth—Cloths—Single pieces of cloth.

Clothes—Garments,

Genius—Geniuses—Talented persons.

Genii—Spirits.

Brother—Brothers—Born of the same parents and in the same family.

Brethren—Of the same community or profession.

Or,

Alms—A true singular, but now generally used as if it were plural.

Scissors—This noun is the name of a tool consisting of two parts ; therefore it implies plurality.

News—A true plural, but now almost always used as a singular.

Amends—A true plural ; sometimes used as a singular and sometimes as a plural.

Summons—A true singular ; the plural form is "summonses."

Riches—A true singular, and used as such in the New Testament ; but now it is always used as a plural, perhaps owing to the final 's.' e.g. "Riches have wings."

A. 4. Gladder—Ram will be *gladder* to nurse the patient than to go to the theatre.

Gladlier—Ram did it *gladlier* than the rest of the party.

Older :—The Postal peon is *older* than the Postmaster.

Elder—He is your *elder* brother and should always be respected.

Foremost—The uplift of the 'masses' was the thing *foremost* in his mind

First—Sanitation was the *first* thing that he spoke about.

Or,

After as a Prep.—In running *after* the shadow he lost the substance.

After as a Conj.—The train arrived *after* most passengers had left in disgust.

After as an Adv.—He went first ; Ram came *after*.

But as a Prep.—It is none *but* Jadu who deserves the prize.

But as a Conj.—Ram is poor boy, *but* he is honest.

But as an Adv.—Man requires *but* a few articles of luxury.

A. 5. *Part with*—I cannot easily *part with* the ring presented by my friend (used with reference to a thing).

Part from—(a man)—He *parted* from his friend with tears in his eyes.

Compare to (when similarity between two dissimilar things is meant); e.g. Eloquence is *compared to* thunder.

Compare with (similarity between two similar things); e.g. The hand-writing of Jadu was *compared with* that of Ram.

Carry on (to manage); e.g. In these hard days it is very difficult to *carry on* such a large business.

Carry out (to obey); e.g. Students should gladly *carry out* the orders of their teachers.

A. 6. (a) *Who* is he ?—An enquiry about the name or parentage of a person already spoken of.

(b) *What* is he ?—An enquiry about his profession or status in society.

(c) *Which* is he ?—An enquiry about some *one* man out of a group of persons.

(d) *Which* of these books do you like ?—Here *which* is used in selective sense. Name the particular book that you select out of this group of books.

- (e) *What* book does not preach a moral?—Here *what* is used in a general sense. The sentence means *almost every* book preaches a moral.

1913.

A. 1 Addressing his men as his comrades he assured them that though he often talked nonsense, he could talk sound sense when he chose. He remarked that fortune had sent them that treasure, so that they might lead a life of ease, and he therefore advised them to spend that as lightly as they had come by that. He went on that nobody could have guessed, when they had set out that day, that they should come by so fair a fortune.

A. 2—Filled with pity for them, he swore so to avenge them on the tyrant that all Greece should ring with his punishment. No more of this ; we have had enough of it. Be of good cheer, for you are dear to me.

A. 3. Artisan—The blacksmith is a good *artisan*.

Artist—My friend the photographer is a good *artist*.

Notable—Mr Chatterji bids fair to become a *notable* author.

Notorious—Rahim Sardar is a *notorious* gambler.

Practical—The English are a *practical* nation.

Practicable—The scheme submitted by the Engineer is *practicable*.

Principal—Mr. Smith is the *Principal* of the College.

He summarised the *principal* arguments.

Principle—The man has no fixed *principles*.

A. 4. (a) He is *about* to go—Prep. governing the noun inf. 'to go' in the objective case.

He can go *about*—Adv. modifying the verb 'can go.'

(b) *That* man is wise—Demonstrative adj. qualifying 'man.'

He worked hard *that* he might succeed Subordinate conj. joining the two sentences 'He worked hard' and 'he might succeed.'

(c) He came *as* soon as he could—Adv. modifying the adv. 'soon.'

He came *as* soon *as* he 'could—Conj. correlative, related to the previous 'as.'

(d) How *else* could I do it?—Adv. modifying the adv. 'how.'

Who *else* was there?—Adjective qualifying the pronoun 'who.'

A. 5. He is *singing*—Here 'singing' is a participle, used adjectivally as subjective complement to the intransitive verb 'is.'

He loves *singing* old songs—Here 'singing' is a Gerund, obj. case after the trans. verb 'loves,' and when looked upon as a verb, it has 'songs' for its object.

He loves the *singing* o' birds—Here 'singing' is a verbal noun in the objective case after the trans. verb 'loves'

[N.B.—For a full discussion of the question, refer to the Section on Verbs, Part I.]

1914.

A. 1. The speaker was sure that he would have the consent of all who were listening to him that night, when he claimed that they had done all that was possible for them to do to bring together the two parties in the dispute. The speaker requested his audience not hastily to set down their effort as useless. He advised them to be patient for they had advanced far during the few days preceding.

A. 2. *Appeal* The men have *appealed* to the District Judge *against* their conviction.

Disappoint He was sadly *disappointed* at the result.

He is *disappointed* of success.

He is *disappointed* in his children.

Fruitful—The measure will be *fruitful* of mischief.

Enquired—He *enquired* into the case.

He *enquired* of his younger brother *about* the health of the patient.

Proceed—The Judge *proceeded* with the hearing of the case (here the meaning is that the case has been partly heard).

The Judge *proceeded* to the hearing of the case (here it means that the case was not heard before)

The District Magistrate *proceeded* against the offending Muktear

Suitable—The climate of this place is not *suitable* to a patient suffering from malaria. This book is not *suitable* for his age. Such a house as this is not *suitable* for living in with family.

A. 3. Adj. from 'joy'—*Joyous, joyful*—It was a *joyful* news to hear that my younger brother had passed.

Verb from 'rich'—*Enrich*—His contributions have *enriched* Bengali literature.

Adv. from 'cheer'—*Cheerily*—'All right,' they exclaimed *cheerily*, and went on with the work.

Noun from 'vital'—*Vitality*—He has lost all *vitality* through under-feeding.

A 4 *Credible* (fit for being believed);—They story is not *credible*.

Credulous—(believing easily)—Fortunately, they are not *credulous* people.

Human—The head is a part of the *human* body.

Humane—He is noted for the *humane* deeds he did.

Judicial—It is proposed to separate the *judicial* branch from the executive branch of the service.

Judicious—The District Magistrate is a *judicious* officer.

Wreath—A *wreath* of flowers was given to him (garland).

Wreath—The roses were *wreathed* into a garland.

A. 5. (a) He walked *home*—Noun, adverbial object to denote place.

He spoke *after* me—Preposition, having for its obj. me.

He had laid him *low*—Adjective, objective complement to the trans. verb "laid."

(b) *All but he had fled*—See A. to Q. 3, 1910.

My sister is taller than her—The grammatical anomaly is in the expression 'than her.' The word *than* is a conjunction, and strictly speaking cannot govern any word in the objective case. Thus the proper form should be "than she," the full construction being "My sister is taller than she is tall." But there are such constructions in Milton and Shakespeare. There are not school-boy errors, as Mr. Nesfield very happily puts it; the faulty construction has been sanctioned by eminent writers. The modern tendency is to give the word, 'than' the force of a preposition.

None but the brave deserve the fair—See A. to Q. 3, 1910.

1915

A. 1. An adj. from *melody*—The boy sang a *melodious* tune.

A verb from *cheap*—The supply being more than the demand, the article was *cheapened* in the market.

A noun from *subtle*—*Subtlety* characterised his arguments. The pleader was noted for the *subtleness* of his arguments.

An adv. from *gloom*—The man retired *gloomily*.

A. 2. (a) How do you do?—The 1st *do* is an auxiliary verb to help the principal verb 'do' following. The 2nd '*do*' is the principal verb used intransitively, 2nd person, agreeing with its nom. 'you.' He lived an idle *life*—Noun, common, cognate obj, cognate to the verb 'lived.'

Do your duty *by* the university—Preposition, having for its object the word 'university.'

(b) *I love you more than him*—This is quite correct, for the construction is "I love you more than I love him."

Bacon as well as Shakespeare were dead—The use of the plural verb can not be justified; make it "was."

Full many a flower is born to blush unseen.—The use of the sing. verb 'is' is quite correct, for "many a flower" is equivalent to "many times one flower"; the word 'many' being a numeral adjective can not be in the nominative case.

A. 3. *In the least*—The whole thing will cost me two hundred rupees *in the least*.

At all—Though the boy promised to come, he did not turn up *at all*.

In accordance with—You are bound to pay a fine of one rupee *in accordance with* the rules.

In spite of—He went there *in spite of* my repeated warnings.

On the contrary—He did not admire the man; *on the contrary* he said many things to lower him in my estimation.

Nevertheless—You have failed to satisfy me; *nevertheless* I will give you one more chance.

A. 4. (a) Duck—Duckling; Lamb—Lambkin; Stream—Streamlet; Isle—Islet; Hill—Hillock; Lass—Lassie.

(b) In the first sentence the meaning is that he had no other child and he lost the one that he had. Here '*only*' is an adjective, qualifying 'child.' In the second sentence the meaning is that

he lost his child, but did not lose any one or anything else, for instance, he might have lost his brother or wife and so forth ; but he did not lose any one except his child. Here 'only' has to be parsed as an adverb, modifying 'lost'.

A. 5. Then he asked his friend to give him (the speaker) his (the friend's) hand and he ; (s) bade him (f) farewell. He (the speaker) requested him (f) not to grieve that he (s) was fallen into that misfortune for him (the friend). He (the speaker) also requested him (friend) to commend him (speaker) to his (friend's) wife, and to tell her (friend's wife) how he (the speaker) loved him (the friend).

A. 6. A garden-flower—A flower that grows in a garden.

A flower garden—A garden of flowers, not an orchard.

A ring finger—A finger on which a ring is worn.

A finger-ring—A ring which is worn on a finger ; not an ear-ring or a nose-ring.

1916.

A. 1 (a). Addressing his hearers cordially as his friends he said that they (the speaker and his party) had come because they (the speaker and his men) had a message to give them (the men addressed.) The speaker continued that long before they (the speaker and his men) had heard of the tribe to which they (the hearers) belonged, and long their hearts had wished to meet them (the men addressed.)

(b) (i) He said, "Why are you late ?"

(ii) They said, "What have you done for your country ?"

(iii) He said, "When are you going ?"

A. 2 (a). I am confident of success ; time is on our side. I am sensible of our difficulties, but I have confidence in the future. Our party will be borne to an easy victory. This is my view in regard to my proposal.

(b) He loves *singing* songs—Gerund, in the obj. case after the transitive verb 'loves' and governing 'songs' in the obj. case.

After that I will say no more—Preposition, governing 'that in the obj. case.

He is all but perfect—Preposition = except, governing 'being' understood after it, the constr. is 'He is all but being perfect.'

A. 3. (a) We *have* three horses—possession.

the letter written—causation.

(c) I *have* to go to Burdwan—compulsion.

A. 4. *Beneficial*—The Postal system is a *beneficial* institution (useful).

Beneficent—David Hare was a *beneficent* gentleman (benevolent).

Expedient—He did not think it *expedient* to spend all his income (proper).

Expeditions—The Judge thanked the Head Clerk for his *expeditious* despatch of business (quick)

Few—*Few* Governments servants attended the meeting (almost none).

A few—*A few* Government servants attended the meeting (at least some, though very small in number).

A. 5. (a) '*I am willing*' and '*I wish*'—"I am willing" indicates very active participation on the part of the speaker and is as good as saying "I shall be pleased." "*I wish*" simply indicates the absence of any objection on the part of the speaker.

(b) '*This will not avail*' and "I wish to avail myself of this." '*This will not avail*' means 'This will not do,' or 'It will be of no use'; 'I wish to avail myself of this' means "I wish to take advantage of this."

1917

A. 1. The speaker could not help thinking that he (the person addressed) was on the same business as himself (the speaker)—which was, he (speaker) confessed to him (person spoken to) honestly, to strike a blow for the king. If he (the person addressed) was on the same errand, he (s) had two old relations who were staunch to the cause, and he (s) was going to their (relations') house to remain until he (s) could join the army. If he (person spoken to) wished it, he (person spoken to) should go with him (s), and he (s) would promise him (person addressed) kind treatment and safety while under their (relations') roof.

A. 2. *Corporal*—The Headmaster does not like to inflict *corporal* punishment (pertaining to the body).

Corporeal—Spirits are not *corporeal* beings (having a body).

Comprehensive—He has written a *comprehensive* book on astrology (big).

Comprehensible—His attitude was not *comprehensible* to me (clear, understandable).

Officious—Being an *officious* man he came to be very unpopular (meddlesome).

Official—He wrote the *official* report on the case (belonging to office).

Verbal—He gave a *verbal* report of the case (in words).

Verbose—Students should guard against acquiring a *verbose* style (full of too many words).

A. 3. Index—(i) Indexes—Tables of contents in a book.

(ii) Indices—Signs in Algebra ; e. g. The theory of indices.

Fish—(i) Fish—All the creatures included in the species or kind.

(ii) Fishes—Plurality in number ; e. g. Two or three fishes.

Brother—(i) Brothers—Sons of the same parents.

(ii) Brethren—Members of a community or church.

A. 4. First—(i) Ram was the *first* boy in his class (adj.).

(ii) He came *first*, but went last (adv.).

Early—(i) You should take *early* steps against it (adj.).

(ii) Cultivate the habit of rising *early* (adv.).

Better—(i) There is no *better* candidate than Harish Babu (adj.).

(ii) Work *better*, or you will fail (adv.).

A. 5. (a) (i) He is fond of *playing* cricket—Gerund, as a noun it is in the obj. case after prep. "of" and as a verb, transitive, it governs the word "cricket" in the objective case.

(ii) He loves the *singing* of birds—verbal noun, in the objective case after the trans. verb 'loves.'

(iii) They made him *king*—Noun, common, masc. gender, 3rd person, sing., complementary obj. to the trans. verb 'made.'

- A. 5.** (b) (i) *Eligible*—His academical qualifications have made him *eligible* to the post.
- (ii) *Congenial*—The climate of Lower Bengal is not *congenial* to my health.
- (iii) *Prodigal*—Though he had a limited income, yet he was *prodigal* of his expenses.
- (iv) *Superior*—The composition of Ram is infinitely *superior* to that of Jadu.

1918

A. 1. The speaker introduced himself as a merchant from distant parts and said that on his journey on the previous night he had met with thieves, who had stripped him of his purse and all that he had; and now he must seek his only friend in that town, an esquire at the king's palace. He was sure he (the friend) would be glad to lend him (speaker) what he (speaker) asked. He (speaker) only requested the person to whom he was speaking to set him (s) down at the palace gates, and he (s) assured him he (s) would soon be in a position to pay him handsomely for that morning's kindness. The speaker ended by addressing the person as his friend and enquiring about his name and residence.

- A. 2.** (a) (i) You are much stronger *than* you used to be.
- (ii) Wait here *till* I return.
- (iii) Many years have passed *since* I saw you last.
- (iv) Either you *or* I must go to Bombay to meet him.
- A. 2.** (b) (i) A noun from *fluid*—*Fluidity* is one of the properties of water.
- (ii) An adj. from *sympathy*—The teacher was *sympathetic* in his dealings with the boys.
- (iii) A verb from *liquid*—(1) Heat *liquefies* metals.
- (2) The firm of Messrs. Morgaa and Co. was *liquidated*.
- (i. e., their bankruptcy was cleared up).
- A. 3.** (i) A noun clause—I do not know *that he is dishonest*.
- (ii) An adj. clause—He punished the man *who was guilty*.
- (iii) A cognate object—He dreamt a mysterious *dream*.

L. 4. (a) (i) Wait a *little*—Adj. used as a noun, adverbial obj. of time.

(ii) *Few* shall part where many meet—Indefinite Pronoun, plural number, 3rd person, nominative case to the verb 'shall part.'

(iii) *Why* are you late this morning?—Interrogative adverb, modifying the verb 'are.'

(b) *Acceptable*—He made a proposal which was *acceptable* to all parties.

Fertile—The brain of the engineer was *fertile* of many useful schemes.

Productive—The measure was *productive* of immense good to the people.

Enlist—The young man *enlisted* himself in the 49th Bengal.

In spite of—*In spite of* my repeated warnings he continued to neglect his studies.

A. 5. *In accordance with*—Maharaja Nanda Kumar was hanged *in accordance with* the English law of those days.

All along—You have neglected your work *all along*.

By degrees—The child submitted to discipline *by degrees*.

All the same—It is *all the same* whether you come or not.

As well as—The master *as well as* his servant is honest.

Once in a way—Such accidents occur only *once in a way* (very rarely).

At first hand—The information was obtained *at first-hand* (from the original source).

1919

A. 1. *At variance*—Though we started with the same materials, your conclusion is *at variance with* mine.

Make the best—He knew how to *make the best of* a bad case.

In keeping—His professions are not *in keeping with* his practices.

An end—(i) He made *an end of* the controversy

(ii) He put *an end to* the controversy.

In virtue of—He had great influence *in virtue of* his position.

Lay stress—He *laid great stress upon* that point in my argument.

A. 2. (a) *Man* is mortal. I saw the *man* passing that way.

No article is used before 'man' in the first sentence because the common noun in the singular number represents the whole human species. But in the second sentence one *particular* man is meant, and the definite article has been consequently used.

(b) The *safety* of the country is at stake. He went into the country for *safety*.

In the first case, the abstract noun 'safety' being particularised by the phrase 'of the country' has been treated as a common noun, and therefore the use of the definite article is compulsory. But in the second case the word is an abstract noun, pure and simple, and therefore it requires no article before it.

(c) Many are called, but *few* are chosen. *A few* are sure to be chosen.

When 'almost none' or 'a negligible number' is meant, as in the first sentence, no article should be used before the adjective 'few'; but when 'at least some' is meant, as in the second sentence, the article should be used.

A. 3. Very and Much—It is *very hot* to-day (before an adj. of the positive degree).

It was *much hotter* yesterday (before an adj. of the comparative degree).

It is a *very interesting* story (before a present participle).

I was *much interested* in the story (before a past participle).

Very much and Too much—See A. to Q. 1, 1910.

Each other—The two brothers loved *each other* dearly (with reference to two persons only)

One another—The ruffians at last began to abuse *one another* (with reference to more than two).

A. 4. An Interrogative Sentence—What do you mean by this?

An Exclamatory Sentence—What a clever plan of escape this is!

A Complex Sentence—I wished to read the book which was so highly spoken of.

A. 5 Crises, fowl. Misses Brown or Miss Browns, man-traps, fathers-in law, cherubim

N.B.—For the rules, see Chapter on Nouns, Part I.

- (i) Between you and *me*, there is, etc.
- (ii) Do you know *whom* you are, etc.
- (iii) He was resolved *to go* to the front.

Or,

- He resolved *on going* to the front.
- (iv) He believed in a strict observance *of*, etc.

1920

A. 1. (a) A verb from *head*—The robbers *beheaded* the poor man.

An adj. from *care*—(i) He is a very *careless* boy.

(ii) His composition is *careful*.

(b) *Shoulder* as a Verb—There is none else *to shoulder* the new responsibility.

Still as a Noun—The burglar entered the house in the *still* of the night

Since as a Preposition—He has been suffering from fever *since* Monday last.

A. 2. A phrase consists of a group of words making some sense, but not a complete sense. It has no finite verb in it; e.g., *at daggers drawn*. A clause consists of a group of words making sense and containing a finite verb and a subject. It is, as it were, a small sentence, within a big sentence, depending upon the principal sentence for the completion of its sense; e.g., I went out *when it was raining*.

(a) A Noun Clause—Every one must admit *that he is a sound scholar*.

(b) An Adj. Clause—The house *that stands on the river-side* belongs to Ram Babu.

(c) An Adv. Clause—I went out *when it began to rain*.

A. 3. (a) This is usually called the Abstract for the Concrete; e.g., She is a noted *beauty* (i.e., a beautiful woman). It was an appeal to the *manhood* of the country.

(b) The *general* being slain, the army is falling back.

(c) The *jury* is unanimous in its verdict

(d) Alexander was the son of Philip, *King of Macedon*.

- A. 4.** (a) *To lose one's head*—He never *lost his head* in the midst of danger (was puzzled)
- (b) *To cast about for*—He *cast about for* some means of escape, but failed (tried to find out).
- (c) *To turn over a new leaf*—His brother *turned over a new leaf* and became one of the best students of his year (changed the mode of his life).
- (d) *To strike home*—He *struck home* the point and convinced the jury of his innocence (greatly impressed).
- (e) *To come to terms*—The parties *having come to terms*, the case was withdrawn (to settle a dispute).

A. 5. (a) The poet enquired of the little maid how many brothers and sisters they might be. Wonderingly looking at him (the poet) she repeated his question to herself and replied that they were seven in all. Then the poet requested her to tell where they were. She answered by saying, that they were seven; two of them dwelt at Conway and two were gone to sea. The poet said that two dwelt at Conway and two were gone to sea, and yet they were seven! Being a little puzzled at the answer, the poet addressed her gently and asked her to explain how that might be.

(b) *Sisters*—Common noun, plural number, third person, fem. gender, subj. complt. to the intrans. verb 'may be.'

Many—Numeral Multiplicative Adjective, qualifying 'sisters and brothers' understood.

Are—Verb, intransitive, 3rd person, plural, active indicative, agreeing with its nominative 'they,' going before the subject in an interrogative sentence.

Tell—Verb, transitive, 2nd person, singular, active, infinitive mood with 'to' understood after the verb 'pray,' having for its object *how this may be* (Direct).

1921

A. 1. In English a sentence usually consists of two parts—(a) the Subject, (b) the Predicate. The subject is that portion containing the word or words denoting the person or thing *about which something is stated*; and the *something which is stated* is the Predicate. Both these parts complete the sense and make up the sentence. As a rule, the subject is placed before the predicate portion.

Sentences, again, so far as the structure is concerned, are divided into three kinds—(a) Simple, (b) Compound and (c)

Complex. The *Simple Sentence* has only *one* Finite verb. This may be either expressed or implied. The sentence is called simple or *single* because it has only one Finite Verb; e.g., I saw the moon. Here the subject is 'I' and the predicate is 'saw the moon.' Again in the Simple Sentence 'The black horse became restive' the subject is 'The black horse' and the predicate is 'became restive'. It is thus clear that the Subject and the Predicate may contain either single words or a combination of words. When the subject contains a combination of words, we say it has *adjuncts*; similarly when the predicate contains a combination of words we say it has *adjuncts* or *extensions*.

The *Compound Sentence* consists of two or more *independent* sentences joined together by *co-ordinate* conjunctions; e.g., Ram came in and his brother went away. Jadu ate his breakfast and went to school. In the first sentence there are two finite verbs, each having a separate subject; in the second sentence, there are also two finite verbs, the subject in the latter clause being understood for the sentence is really equivalent to 'Jadu ate his breakfast and (Jadu) went to school.'

The *Complex Sentence* is of a different kind. It consists of two or more clauses or smaller sentences joined by *subordinate* conjunctions. One clause is the *Principal* clause and the others are dependent on it; e.g., He worked hard that he might pass. He unfortunately failed though he had diligently worked. In the first example 'He worked hard' is the *principal* clause and 'that he might pass' is the *subordinate* clause, *that* being the subordinate conjunction. Similarly, in the second example, 'He unfortunately failed' is the *principal* clause and 'though he worked diligently' is the subordinate clause, *though* being the subordinate conjunction.

A 2. Sequence literally means the logical order in which one thing follows another. The sequence of tenses in English is regulated by a definite set of rules, or, in other words, in the same sentence, one tense must follow another on a definite scheme. The following are the most important rules for the sequence of tenses:—

(i) If the verb in the principal clause is in the present, present perfect for future tense, the verb in the dependent clause may be of any tense required by the sense, e.g.:

| <i>Principal</i> | <i>Dependent</i> |
|---------------------|---|
| Ram <i>says</i> | that he <i>will go, has gone, went</i> , etc. |
| Ram <i>has said</i> | that he <i>will go, has gone, went</i> , etc. |
| Ram <i>will say</i> | that he <i>will go, has gone, went</i> , etc. |

(ii) If the verb in the principal clause is in the past tense, the verb in the dependent clause must be in the past tense ; e.g.,

| <i>Principal</i> | <i>Dependent</i> |
|------------------|-----------------------------|
| Ram <i>said</i> | that he <i>would go</i> . |
| Hari <i>said</i> | that he <i>was coming</i> . |

(iii) But if the verb in the dependent clause states a habitual fact or a universal truth, it must be in the present tense, though the verb in the principal clause be in the past tense ; e.g.,

| <i>Principal</i> | <i>Dependent</i> |
|-------------------------|---|
| Ram <i>said</i> | that cats <i>like</i> milk (a habitual fact). |
| The teacher <i>said</i> | that the earth <i>moves round</i> the sun (a universal truth). |
| He <i>explained</i> | how virtue <i>triumphs</i> in the long run (a universal truth). |

[NB —It should be noted that the sequence of tenses applies to complex sentences only]

A. 3 An *adjective* is a word which limits the application of or qualifies a noun ; e.g., A *red* ball ; a *little* girl a *ripe* fruit ; a *hard* work. An *adverb* is a word which qualifies all parts of speech in English *except a noun or a pronoun*, e.g., He works *hard* ; the child is *very* beautiful ; he speaks *very* slowly ; the bird flew *exactly* over my head.

In English the same word may be used as an *adjective* and an *adverb* ; e.g.,

This is *hard* work (adj.). He works *hard* (adv.).

The girl is *very* gentle (adv.). This is the *very* girl whom I saw (adj.).

This is a *fast* train (adj.) The train is running *fast* (adv.).

He has *little* chance of success (adj.). He works *little* for the cause of the country (adv.).

A. 4. The words of a language are divided into different kinds according to their function in the sentence. Each word serves a different purpose. The different classes into which the words are divided are called *Parts of Speech*, and the process by which we point out the relation of one word in a sentence to the other words is called *parsing*.

A. 5. (a) (i) He was *booked* for Darjeeling (verb).

(ii) The constable *was on* his usual *rounds* (noun).

There was a *round* of festivities in the town (noun).

The news is going the *round* of the Press (noun).

'Book' used as a noun—He gave me a *book*.

" " as an adj.—He is a *book* worm.

'Round' used as a verb—Vasco Da Gama *rounded* the Cape of Good Hope.

'Round' used as a preposition—They sat *round* the table.

" " adverb—He will come *round* in a day or two.

| <i>Singular</i> | <i>Plural</i> |
|--------------------------|------------------------------|
| (b) (i) Issue—(1) Result | (1) Issues—Results. |
| | (2) Child or children. |
| (ii) Part—(1) Portion | (1) Portions, (2) Abilities. |
| (iii) Good—(1) Benefit | ... (1) Movable property. |

Sentences :

(i) Who knows what will be the *issue* (result) of this quarrel ?

He died without any *issue* (child or children).

The *issues* (results) of the war are as yet undecided.

(ii) A substantial *part* of his income is derived from land (portion).

Name the different *parts* of the human body (portions).

He is a man of *parts* (abilities).

(iii) The medicine did me immense *good* (benefit).

His *goods* were confiscated (chattels, movable property).

A. 6. The dervise enquired of the merchants if they had lost a camel. They having replied in the affirmative the dervise asked them if the camel was blind in the right eye and lame in the left leg. The merchants confirmed this. The dervise then asked them if the camel had lost a front tooth. The merchants assured him (the dervise) that it was a fact. He (d) asked them again if he (camel) had lost a front tooth. The merchants very strongly confirmed what the dervise said and were sure as he (d) had seen him (c) so lately and marked him (c) so particularly he (d) could in all probability, conduct them to him (camel). The dervise now addressed them as friends and replied that he (d) had neither seen their camel nor had ever heard of him (camel) but from them. The merchants being greatly annoyed at this unexpected reply told him (d) sarcastically that it was a pretty story and demanded of him where the jewels that formed a part of the cargo were.

The dervise repeated that he (*d*) had never seen their camel, nor their jewels.

A 7 To run to waste—All his energies were *running to waste* owing to ill health (became useless).

To go a long way—Yesterday's meeting *was a long way* to foster friendly feelings between the two communities (greatly helped).

To make headway—Reform could not *make much headway* in the country owing to opposition (to make progress).

To break loose—His passions *broke loose* at the moment and spoiled everything (got out of control).

To chime in with—His ideas are out of date and do not *chime in with* the times (agree).

To come to a head—The Surgeon says that the boil has *come to a head* (is ready for operation). The long-standing quarrel has at last *come to a head* (reached the climax).

To set at naught—The wicked boy set his teacher's authority at naught (defied).

To pay one's way—He had not the means to *pay his way* and was stranded for funds (to manage his expenses).

1922

A. 1. Fair—(1) He was *fair* even to his enemy (just).

(2) The *fair* complexion of the girl was an attraction (opposed to *dark*).

(3) The ship sailed in *fair* weather (opposed to *rough*).

(4) He went to the *fair* yesterday (exhibition).

Fast—(1) It was a *fast* train (running swiftly).

(2) They were *fast* friends (intimate).

(3) The young man lives a *fast* life (dissipated).

(4) He *fasted* yesterday (abstained from food).

A. 2. (a) He died a few months ago *of* cancer (causation).

(b) *With* all his learning he had but little judgment (with=in spite of).

(c) The life-boat made straight *for* the sinking ship (for=direction).

(d) He claims his descent *from* a Norman Baron—(from=source).

- A. 3. (a) He was forced to say this all over again = to repeat.
 (b) The door was partly open = ajar.
 (c) The sight of the town inspired her with courage = encouraged.
 (d) She had taken upon herself to awaken the others (= undertaken).

A. 4. *Who* - Relative pronoun, 3rd person, plural number, masculine gender, referring to its antecedent 'men' in the nominative case, subject to the verb 'have gone.'

Lengths - Abstract noun used as common, 3rd person, plural number, neuter gender, adverbial object, denoting space or distance.

To do - Gerundial Infinitive implying condition, used adverbially modifying 'stand,' the construction being 'If we have to do etc.'

Doing - Gerund, obj. case, governed by the word 'worth' which has the force of a preposition.

Through - Adverb, modifying the verb 'cramble.'

Day - Noun, common, 3rd person, singular, adverbial obj.

Finds - Verb, transitive, active, 3rd person, singular number, agreeing with its nominative 'He' and having for its obj. the whole clause 'that he is sixty-five years of age.'

A. 5. This is a complex sentence consisting of the following clauses:—

- (1) Another man attempted to spear the lion—Principal.
- (2) Whose life I had once saved—Subordinate adj. clause, qualifying 'man' in the Principal.
- (3) After he had been tossed by a buffalo—Subordinate adverbial clause, modifying 'saved' in (2).
- (4) While he was mangling my servant—Subordinate adverbial clause, modifying 'attempted' in the Principal.

DETAILED ANALYSIS OF THE ABOVE

(1) Principal—*Subj* with qualifying words—Another man.

Pred with adjuncts—Attempted...lion.

Pred verb—Attempted.

(2) Sub. adj. *clause*—*Subject*—I.

Pred with extensions—'Had once saved whose life.'

Connective—*who*?

The clause qualifies 'man' in the Principal.

- (3) Sub. adv. clause—*Subject*—He.

Pred.—'Had been—buffalo.'

After—Connective.

The clause qualifies 'saved' in (2)

- (4) Sub. adv. clause *Subject*—He.

Pred. with extensions—'Was.....servant.'

While—Connective.

The clause modifies 'attempted' in the Principal.

A. 6. A poor boy as he sat on some straw in his wretched home said loudly to himself that he wished he were a king's son. His teacher who had entered unobserved, enquired of the boy why he wished that. The boy addressing him respectfully said that he (boy) had been standing by the palace gate that morning to see all the grand folk going to court splendidly dressed, in fine carriages. He thought how happy they must have been to be allowed to see the queen and to enter the place. The teacher enquired of him what (the boy) would think if he (teacher) told him (boy) that he (boy) might be a king's son, if he (boy) would choose that very moment.

A. 7. *Human*—This is a *human* head (belonging to man).

Humane—His treatment was *humane* all along (kind).

Momentary—They committed the mischief under a *momentary* excitement (lasting for a short time).

Momentous—*Momentous* questions were decided at the meeting (important)

A. 8. (a) *So long as* you remain idle, &c. (b) I wish *I were*, &c. (c) If you do not walk, &c. or *unless* you walk fast, &c. (d) The train...*to time*. (e) I called at your, &c. (f) He is *addicted* to gambling.

1923

A. 1. The mother addressed her child in a tone of regret and said that she had not a bit of bread to give him; for he had eaten up all the provisions she had in the house on the previous day. She then said that she had a little cotton which she had spun, and that she would go and sell that and buy bread and something for their dinner. Aladdin in reply to his mother.

advised her to keep her cotton for another time, and asked her to give him the lamp he had brought home the day before. He went on that he would go and sell that, and hoped that the money he would get for it would buy both breakfast and dinner and perhaps supper too.

A. 2 Confer with—The two officers *conferred with* each other as to the steps to be taken (laid their heads together).

Confer upon—The title of Rai Bahadur was *conferred upon* the Engineer bestowed upon).

Prevail over To the surprise of all little Jack *prevailed over* the giant (defeated in combat).

Prevail with—His eloquence *prevailed with* the audience (persuaded).

Official—The clerk was in charge of the *official* correspondence (relating to office).

Officious—My further stay here is impossible owing to the conduct of the *officious* landlady meddlesome).

A. 3. He was a man of intellect and culture; who always kept before himself a high ideal, and sought to translate it into practice. He did not always succeed in his attempts to do so, but great credit is still due to him for his noble attempt. He always looked upon himself as a student and though his appetite for knowledge was never fully satisfied, he found in his studies the greatest delight of his life. But with all his learning and high character, he sometimes failed to carry his plans through, for the people around had not his vision and insight.

A. 4 (a) A Gerund is a verb and a noun combined partaking of the nature of both; a verbal noun also is a verb and noun combined, but it is more of a noun than a verb—in fact, it is the noun use of a verb. Both the forms end in 'ing'. But the following points differentiate the two forms and should be carefully noted— (i) The verbal noun is preceded by the definite article and followed by the preposition 'of' whereas the Gerund is not preceded by 'the' and followed by 'of.' (ii) An Adverb may be placed before the Gerund and an Adjective may be placed before the Verbal noun.

Examples

He loves *painting* pictures (Gerund).

He loves *the painting* of pictures (Verbal Noun).

He is engaged in *carefully reading* a book (Gerund).

He is engaged in *the careful reading of a book* (Verbal Noun).

See Section on Verbs, Part I.

(b) An *Interrogative Adverb* is used in an interrogative sentence to ask a question; e. g., *Where* is your brother? *Why* are you silent? A *Relative Adverb* is an adverb which, as such, will modify a verb, but at the same time will join two sentences. Thus a *Relative Adverb* is an adverb and conjunction combined; e.g., This is the house *where* we live (i.e., in which).

This is *where* the meeting took place (i.e., the place at which).

A. 5. (a) Have you taken your dinner?

(b) He has been admitted into the school.

(c) He was on friendly terms with me long before.

(d) He speaks good English.

1924

A. 1. General Gautier was highly surprised at the request and remarked that his (the Marques') goods already belonged to King Joseph; he (the Marques) was under arrest. He promised to go beyond what they (the prisoners) asked. He admitted he then understood the importance of the last request. He very gladly agreed to let him (M) buy the eternity of his name, but he very emphatically declared that Spain should remember for ever his (M) treachery and its punishment. He consented to give up the fortune and his life to whichever of his sons would fulfil the office of executioner. He then ordered the applicant (Victor Marchand) to leave the place and not to speak to him (General) of that again.

A. 2. *In fault* The clerk was *in fault* and was punished for what he did (to blame).

At fault—The scent of the dog was *at fault* and the prey escaped (confused).

Succeed to—At his death his eldest son *succeeded to* the property (inherited).

Succeed in—The boy *succeeded in* his attempt (became successful).

Cry against The people in a body *cried against* the measure (protested).

Cry down—His enemies *cried down* the merit that was in him (undervalued).

Bring about—This attitude is sure to *bring about* a sad misunderstanding (cause to happen).

Bring forward—He will *bring forward* the business at the next meeting (put up).

A. 3. *Cognate Object*—In English sometimes an intransitive verb takes an object, this object being kindred to the verb in meaning or both in meaning and form. Such an object is called the *Cognate Object*; e.g., He ran a race. He dreamt a dream.

Objective Complement—Sometimes a transitive verb, to complete its meaning, requires a word or a phrase in addition to the object. Such a word or phrase is called the *Objective Complement*; e.g., They elected him chairman. The teacher made the whole class laugh.

Dative of Interest—A transitive verb may sometimes take an object over and above the one already existing. Something is done for the sake of or on behalf of this object. Such an object is called the *Dative of Interest*. It is also sometimes called the *Objective of Interest*; e.g., Saddle me the horse. Get me my slate.

Gerundial Infinitive—The Gerundial or Qualifying Infinitive is that class of Infinitives used adverbially or adjectivally to denote a purpose, condition or result, etc.; e.g., I went to see the sport. He gave me a glass of water to drink.

A. 1. (a) We glory in being Hindus.

(b) He is restrained from damaging the property by an order of the Court.

(c) The draining of the marsh freed the surrounding places from malaria.

(d) The drowning man will catch at a straw.

1925

A. 1. The speaker addressed his hearers feelingly and said that they were happy and need not envy him (the speaker) that walked in that way among them (hearers), burdened with himself. He went on in the same strain and addressing them as gentle beings frankly added that he did not envy their felicity, for it was not the felicity of man. He (the speaker) had many distresses from which they (the hearers) were free. He feared pain when he did not feel it, sometimes shrank at evils recollected and sometimes at evils anticipated. He ended by saying that surely the equity of Providence has balanced peculiar sufferings with peculiar enjoyments.

A. 2. He was a man *of* great courage, and while his powerful intellect was responsible *for* his splendid vision *of* the University of Calcutta as it ought to be, his courage enabled him to accomplish much *from* which others would have shrunk. He had addressed himself *to* the work *of* making it a first-rate, up-to-date University and *in* the interests of this noble object he worked *with* a zeal unparalleled, an enthusiasm unabated, a faith undimmed. But alas! death removed him too early *from* the scene of his loved labours.

A. 3. *Count*—Do not *count* the eggs before they are hatched.

Count on—I cannot *count on* his help (rely on).

Touch—He *touched* me gently.

Touched upon—He *touched upon* the subject incidentally (dwelt upon, mentioned).

Repair—The wooden chairs were *repaired*.

Repair to—They *repaired* to the place in a body (went to).

Provide for—He *amply provided for* his children (allotted means for their maintenance).

Provide against—We should *provide against* our old age when our health declines.

Dispense—The medicine was carefully *dispensed*.

Dispense with—His services were *dispensed with* (discharged).

A. 4. (a) He shouted *at* the top of his voice.

(b) My father *has been* absent from this place since last Friday.

(c) I request *the favour of your coming* here.

(d) He caught him *by* the neck and *gave* him a sound thrashing.

(e) He is determined *on* ruining him.

(f) This will minister *to* my wants.

(g) His view militates *against* mine.

A. 5. (1) The bird flew *exactly over* my head. (2) He was pierced *directly through* the heart. (3) *Right on* our flank the crimson sun went down. (4) *Just below* the window we were standing. (5) He sat *immediately above* me. (6) *He* went there *precisely at* 10 o'clock.

1928

A 1. (a) *Herole*—Noun, common, singular, third person, neuter gender, either nom. to the verb 'goes' understood after it, or obj. to the trans. verb 'give' understood, the construction being "I give the *herole* to the clan," etc.

(b) *Structure* Noun, common, singular, third person, neuter gender, obj. to the prep. 'for,' *To-days*—Adv. used as a noun, common, plural number, 3rd person, neuter gender, nom. case, subject to 'are.'

(c) *Awaits*—The construction is : The inevitable hour alike *awaits* the boast of heraldry, etc. *Awaits*—Verb, transitive, active, 3rd person, singular, having for its subject 'hour' and governing 'boast,' 'pomp,' etc. in the objective case.

A 2. She (Lady Clara) gaily told Juanito if he (J) only knew how sweet death would be to her (C) if it had been given by him (J), she should not have to endure the odious touch of the headsmen's hands. He (J) would cure her (C) of the woes that had been in store for her. Then she appealingly reminded Juanito that he could not bear to see her (Clara) wedded to another. After this her speech came to a sudden close.

His brother Felipe asked Juanito to have courage and added that else their race that had almost given kings to Spain would be extinct.

A 3. (i) The lawyer acts *for* his client and is supposed to look *after* his interests (ii) Beware *of* laziness, as it is one of the worst habits a man can have. (iii) Fly *from* sin as *from* death. (iv) A man's so called friends turn *from* him in the day of his adversity. (v) Criminals prey *upon* society and should be punished *on* detection.

A 4 (1) There are some words and phrases in English which qualify words as adverbs would do. Though, being nouns, they appear to be in the objective case, yet they are objects neither to transitive verbs nor to any prepositions. Such words or phrases are called *Adverbial objects*; e.g., It cost him five *rupees*. They walked three *miles*.

(2) Some Personal pronouns of the Possessive form, placed before nouns, qualify them like adjectives. In fact, such pronouns are substitutes for adjectives and are called *Pronominal Adjectives*; e.g., This is *their* house. That is *my* book.

(3) *Gerundial Infinitives* or *Qualifying Infinitives* are those Infinitives which qualify adjectives or adverbs in certain specified senses; e.g., He gave me a chair *to sit on* (purpose). His ears were quick *to hear* (condition). He *wept to see* that sight (cause).

(4) A noun or a pronoun joined to a participle without being connected with any finite verb in the sentence is said to be in the *Nominative Absolute*; e.g., *The general being slain, the army withdrew. The sun having set, we set out for the village.*

(5) Some Intransitive verbs in English, though they do not require any object, may require some word or words to make the predication complete. Such words or phrases after intransitive verbs form the *Subjective Complement*; e.g., *He appears to be wise. That man is in fact the master of the situation. He was the Chairman of the Municipality.*

A. 5. Iron—Iron is a useful metal. **Irons**—The prisoner was marched off in *irons* (chains).

Manner—His manner of doing things commended itself to his master. **Manners**—He was remarkable for his good *manners* (ways of conducting oneself).

Air—The air is suffocating here. **Airs**—He gave himself the *airs* of a prince (pretensions).

Ability His *ability* in doing this sum is greatly doubted. **Abilities**—He is a man of remarkable *abilities* (parts, attainments).

Cloth—There was a spot of blood on his cloth. The cloth worn by an Indian woman is called a *sari*. **Clothes**—His *clothes* were worn and ragged (garments).

1927

A. 1. This is a mixed Compound sentence consisting of the following clauses:—(A) Yet amidst..... unshaken—Principal; (B) A spy prosperity—Principal; (C) Which..... days; a subordinate adjectival clause qualifying *doonah* in (B) The conj. 'and' before 'which' is superfluous and ungrammatical.

DETAILED ANALYSIS OF (A)

(1) Subject with enlargement—the fortitude of P-atap.

(2) Predicate with extension—remained unshaken.

Adverbial adjunct—amidst..... evils.

Predicate verb—remained.

And—Co-ordinative Conjunction, connective between (A) and (B).

ANALYSIS OF (B)

(1) Subj.—“A spy”—Adjectival adjunct to subject—“sent by Akbar.”

(2) Predicate with extension—represented.....prosperity.

Predicate verb—represented.

Object to Predicate verb—the Rajput.....prosperity.

The Rana deserving—A phrase in absolute construction—adverbially modifying seated.

‘And’—Superfluous and ungrammatical.

(C) An adjective clause qualifying ‘doonah’ in (B). Subj.—which.. Pred.—was received...days. Pred. verb—was received. Adv. extension—with...days.

A. 2. The speaker wished to speak that day of that kind of courage which enabled them to meet bodily dangers, and even death, without fear. This was a quality which man shared in some degree with the inferior animals. And whether they regarded it in man or in brute, the speaker went on to say that it was a noble quality. For by that they meant that resolute energy which impelled him who had it to face, without flinching terror and pain. The speaker said that they might therefore define it as “fearless action which cleaves to its purpose, regardless of consequences.” By way of illustration the speaker said that his audience might have seen the wild boar’s desperate rush, when he turned and charged against his pursuer. He concluded by saying that was the kind of courage he meant.

A. 3. We were soon on the edge of the marsh, and went into one of those lanes of dry rushes which ran through this low forest. Our elbows, which touched the long, ribbon-like leaves left a slight noise behind us, and I was seized with the powerful and singular emotion which marshes cause in me. This one was dead from cold, since we were walking on it, in the middle of its population of dried rushes.

A. 4. An adjunct means an addition. Anything that qualifies the action of the verb in the predicate is called an adjunct to the predicate, and since it does the work of an adverb by qualifying the verb, therefore it is called an Adverbial Adjunct; e.g., He sleeps soundly; they rested side by side, etc.

Many transitive verbs in English require, besides the object, some word or words to make the predication complete. These words or phrases required for completing the sense of the predicate are called Objective Complements; e.g., People elected him Chairman. The death of his son made him loathe his life.

A Relative or Conjunctive Adverb does the work of an adverb by qualifying a verb, and is a conjunction in as much as it joins two sentences. It is the same in form as an interrogative adverb, but instead of asking a question it joins two sentences together; e.g., This is *where* the parties fought. This is the place *where* the murder was committed. Mason calls it a Conjunctive Adverb, but Nesfield calls it a Relative Adverb.

A noun or a pronoun joined to a participle without being connected with any finite verb in the sentence is said to be in the **nominative absolute**; e.g., The *sun* having set we left the work. The *General* being slain the army withdrew.

A. 5. Keep at—He was *kept at* work for the whole day (engaged in).

Keep to—He *kept to* his old habit throughout life (adhered to).

Fire at—The soldiers *fired at* the unarmed crowd.

Fire up—On hearing the news he *fired up* and stamped his foot on the ground (flew into a passion).

Hold back—He was somehow *held back* from doing the mischief (restrained).

Hold on—In spite of my advice to the contrary, the boy *held on* and was punished (persisted in something).

Run after—He foolishly *ran after* the pleasures of life.

Run into—He was recklessly *running into* debt.

C. U. Entrance Papers

1886.

A. True politeness consists in considering others' feelings. The furniture consisted of chairs and tables only. You should be consistent in your statements. Your practice is not consistent with your professions. The accident which resulted from the man's carelessness is likely to result in his death. Confide in me and I will try to help you. The management of the affair was confided to me.

1887

A. Condole with a person : bestow it on John ; believe in her sincerity ; beware of mistakes ; hanker after riches ; the election hinged on his vote : he was guilty of theft : do not pry into other man's secrets. They reckoned on small profits ; he had great pride in his birth ; she was very prone to idleness.

1891

A. (a) I shall be much obliged if you will kindly let me know how the letter should be addressed. (b) If you had done this, you would certainly have lost your life. (c) Instead of writing to him you should certainly have paid him a visit. (d) You promised me that you would wear it till the hour of death. (e) He is such a man as you describe. (f) Cicero boasted that he had thrown dust in the eyes of the jury. (g) I sympathise with you in your affliction.

1893

A. (a) Shall I answer the letter, or would you like to do it yourself?

(b) I remain, Sir, your obedient pupil, A. B. Chatterjee.

(c) I have been ill for two days, but hope to be better by to-morrow, and quite well in a week's time.

(d) This road is preferable to that one, but I feel too tired to walk any farther.

(e) He burst into tears and said he was ashamed of his conduct.

1894

A. 1. (a) He took me to task for not acting on the information he gave me. (b) Only such students are to be admitted into the school as have passed the Test examination. (c) As I have no use for the book, what is the use of my buying it? (d) Previously to being released, he was accused of having conspired against the king. (e) To replace indulgence by harshness is only to substitute one evil for another.

A. 2. (a) He has been having an attack of fever every day for the last four days. (b) I shall be very glad to see you and hope you will accept my invitation. (c) If either of these books is yours, tell me whom you wish it to be given to.

Dacca University, 1927

A. 1. *Born*—Chaitanya^a was^b born at Navadvipa.

Borne—The dead body was borne in a litter.

Laid—He was laid^a on a bed of straw. He laid himself down in the shade (participle form of 'Lay').

Lain—He has *lain* on bed for a long time part. form of 'Lie').

Loosed—He *loosed* the horse from the stable i.e., let loose) It is the Preterite and Participle form of the verb 'Loose.'

Lost—Having *lost* his job, he had to depend upon the charity of others.

A. 2. (a) *The wages of sin is death*—This is quite correct, for the word 'wages' is used as *singular*, though it appears in a plural form, being the plural of the word '*wage*'. In fact the phrase 'a living wage' is of very recent origin. If we explain the construction as 'Death is the wages of sin' then there will be no difficulty, and some suggest it for a solution.

(b) Ram as well as John were gone—This should be Ram as well as John *was* gone, for the rule is that when two nominatives of whatever number and person are joined by as well as the verb agrees in *number* and *person* with the nominative that *stands first*.

(c) I object to you saying that—This is wrong. The correct form should be 'I object to *your* saying that.'

(d) This house is *to let*—This is quite correct for the Infinitive *to let* is the quasi passive use of the verb, the construction being 'This house is *to be let*'

(e) I have not seen him *long since*—This is incorrect: it should be 'I have not seen him *for a long time*.'

A. 3. **Joy**—*Joyful, joyous* (adj.)—It was a *joyful* meeting. They sent forth a *joyous* cheer.

Rich—*Enrich* (verb)—The writings of Bankim Chandra have *enriched* Bengali literature.

Cheer—*Cheerfully* (adv.)—They *cheerfully* agreed to do the work. Also *cheerily*.

Vital—*Vitality* (noun)—These children are wanting in vitality (liveliness—that which sustains life).

Patna University, 1922

Ans. 1. The speaker said that in the evening he had his game of whist, which he never missed. He (the speaker) was surprised that he (the person addressed) did not play, with his skill, as he (the speaker) *kn*ew, at games of that kind. The speaker then advised him (the person addressed), to play and to learn the lesson of playing. As it was, he (the person spoken to) had little to amuse him; and then was the time to acquaint himself with a means

of enjoyment which would be a *solace* to him when he was grown too old for less gentle diversions

A. II. *Much*—(Adj.)—His words created *much* amusement among the hearers.

(Noun)—Being a poor man, he^s has not *much* to spare.

(Adv.)—I was *much* surprised to hear the news

As—(Rel. Pron.)—This is the same mistake as you committed yesterday The boy is not such a scholar as you think.

(Adv.)—*As* I was coming out of the room I saw a strange sight.

(Conj.)—*As* the weather was threatening he had to keep indoors.

Since—(Prep.)—He has been suffering from fever *since* Friday last.

(Conj.)—He could not keep his engagement *since* it was raining heavily.

(Adv.)—The school broke up a week *since*.

Only—(Adj.)—He has lost his *only* child. (Adv.)—He *only* looked angry, but did not harm any one.

(Conj.)—You may come in, *only* take care that your shoes do not creak.

Enough—(Adj.)—Has he strength *enough* to walk?

(Adv.)—Is he strong *enough* to walk?

(Pron. or Noun)—I blessed him, for he gave me *enough*.

Little—(Adj.)—He is a little boy. (Adv.)—He thinks *little* of me I am no *little* interested in the matter.

(Noun)—He talks big but does *little*.

A. III. *Eldest*—(first-born)—e.g., Susil is the *eldest* son of Ram Babu.

Oldest—(senior-most with reference to age)—Hari is the *oldest* boy in the class.

Eldest (refers only to animate objects)—Susil is the *eldest* child, of Hari Babu.

Oldest—(refers to inanimate objects)—This is one of the *oldest* buildings in the town.

Later—with reference to time)—In a *later* edition of the book, the chapter was left out.

Latter—(refers to order in place)—The *latter* boy was the fairer of the two.

Nearest—He worked out the sum to the *nearest* farthing. He made the *nearest* approach to truth.

Next—He is the *next* claimant to the property. He corrected the mistake in the *next* edition of the book.

Beside—(by the side of)—He sat *beside* the gate.

Besides—(over and above)—He has got a gold medal *besides* winning a lot of valuable books.

Little—(almost nothing)—There was *little* kindness in the heart of that tyrant.

A little—at least some thing—I wanted *a little* sugar, but he gave me a lump.

At present—(at the present time)—He is at present engaged in editing a dictionary.

Presently—(immediately)—Please wait a bit; I shall come back *presently*.

On the contrary—He did not like him; *on the contrary* he hated him from the bottom of his heart.

To the contrary—(against, in opposition to) He is really an amiable man, whatever you may say *to the contrary*.

A. IV. *Enter upon*—The foolish man *entered upon* a very expensive scheme (*i.e.*, undertook).

Enter into—In the silence of the night the servant *entered into* the room (*i.e.*, made his way into).

Point at—He *pointed* his pistol *at* my head (*i.e.*, aimed).

Point to—His success *points to* the lesson of perseverance (*i.e.*, brings out).

Rest on—The building *rests on* solid foundations (*i.e.*, stands on).

Rest with—It now *rests with* you whether the scheme will succeed or fail (depends on).

End in—The scheme *ended in* smoke. His rashness *ended in* disaster (resulted in).

End by—He *ended* his life *by* hanging (*i.e.*, put an end to).

Live for—It seems that he *lives for* fame.

Live within—He has never *lived within* his means.

Fall under—He has somehow *fallen under* his master's displeasure.

Fall in with—His wife also *fell in with* his wicked plan (agreed to).

Listen to—He *listened to* the story with rapt attention.

Listen for—He *listened for* a jarring note in the music.

Get at—With all his efforts he could not *get at* (discover) the truth.

Get to—It seems that he will never *get to* (reach) the end of his journey.

Taste of—He has a bitter *taste of* misery (previous experience).

Taste for—He has no *taste for* music (liking for).

Trust to—He foolishly *trusted to* the honesty of his servant.

Trust with—I cannot *trust* him *with* money again.

A. 5. (a) The loss of his health added to his difficulties.

(b) At the close of Aurangzeb's reign the Mogul empire fell to pieces.

(c) There being no other way, men cross deserts by camels.

(d) A woodman with a hatchet in his hand and a bundle of sticks on his back met me in the forest.

Patna University, English (Alternative), 1923

ANALYSIS

A. 1. This is a compound sentence consisting of the following component parts :—

(A) Her quiet eyelids closed when the morn came dim and sad and chill with early showers.

For—a conjunction connective, connecting the whole stanza with a previous one.

(B) She had another morn than ours.

The 'dash' between 'closed' and 'she' does the function of the co-ordinate conjunction 'and.'

DETAILED ANALYSIS

(A) This is a complex sentence consisting of (i) Her quiet eyelids closed—Principal.

(ii) When...showers—Subordinate adverbial clause, modifying 'closed' in the Principal clause.

(i) Subject with attributive adjuncts—Her quiet eyelids.

Predicate—closed.

(ii) Subject with attributive adjunct—The morn. Predicate—came.

Extension of the Predicate—'When,' and

"Dim and...showers."

(B) This is a simple sentence.

Subject—She.

Predicate verb—Had.

Extension of the Predicate—"Another...ours."

PARSING

For—Co-ordinate illative conjunction of inference, joining the whole stanza with a previous stanza omitted.

Dim—Adjective of quality, positive degree, subjective complement to the intrans. verb 'came.'

Closed Verb, weak, intransitive, active, past indefinite tense, indicative mood, third person, plural, agreeing with its subject 'eyelids.'

Another—Indefinite demonstrative adjective, singular, pointing out in a certain sense, but not exactly, the noun 'morn.'

Ours—The Plural Possessive form of the first Personal Pronoun, Double Possessive equivalent to 'our morn.'

A. 2. This is 'a mixed compound sentence consisting of the following component parts :—

(A) They say (that) I am rich.

(B) I am feeling so poor (that) I would like to exchange with you even the pounds (that) I have lived for and laid up in store for the shillings and pence (that) you have given.

But—Co-ordinate conjunction, connective, linking (A) with (B).

(A)—Complex.

(i) They say—Principal.

(ii) (That) I am rich Subordinate Noun clause, object to the predicate in Principal.

(B)—Complex.

(i) I am feeling so poor Principal

(ii) (That) I would like to exchange with you even the pounds for the shillings and pence.

(iii) (That) I have lived for and } Sub. adj. clauses quali-

(iv) (That) I have laid up in store } fying 'pound's in (ii).

(v) (That) you have given—Sub. adj. clause qualifying 'shillings and pence' in (ii).

N.B. It should be borne in mind that the whole sentence may be a compound sentence, though the component parts are complex. Such mixed sentences are not rare.

A. 3. Mr. Maurice inquired of his son George if he had finished his lesson. George replied in the negative, hanging down his head. Mr. Maurice inquiring again why he had not finished his lesson, the son replied that he (son) was sure he would never learn it, because it was so difficult. Besides, he (George) added he could not remember it after he had learnt it; his memory was so bad. Mr. Maurice then questioned George if he (father) were to promise him (son) a holiday on the third of the succeeding month, did he (son) think he (son) would forget that date. Then George replied that he was pretty sure that he should not.

A. 4. (a) He competed with me for a scholarship.

(b) Give me change for this rupee, but I want change in coppers.

(c) He was blessed with good health and blessed in his children.

(d) He got into debt and could not get over it again.

(e) He lives by honest labour and well within his means.

(f) She puts on airs and dresses herself in silk.

(g) I broke the news to him and the result is that he has broken with me since then.

(h) Greatly to my surprise he failed in the attempt.

A. 5. *Canon* (Maxim)—It is an established *canon* of morality.

Cannon (Big guns)—The Russian *cannon* were thundering.

Miner—(One who works in a mine)—Poor Thomas was at the head of the *miners*.

Minor—(One under age of discretion)—My daughter is still a *minor*.

Stationary—Fixed—The price of rice remained *stationary* during the last month.

Stationery—(Writing materials)—The Dakshi Brothers deal in *stationery* articles.

Straight—(Not crooked, curved or bent)—He asked me to draw a *straight* line.

Strait—(Plight)—He is in great *straits* for money. (A piece of water separating two pieces of land)—I cannot point out the Palk *Straits* on the Map.

Whether—(If)—It is not known *whether* the man will come or not.

Whither—(To what direction)—I cannot say *whither* the party went.

Haven—(A place well-protected for ships to lie in anchor)—The ship has anchored at a *haven*.

Heaven—(The abode of the blessed after death)—The soul of the man has gone to *heaven*.

Course—(Motion ; a line of action)—He did not know what *course* to adopt.

Coarse—(Rough, as opposed to fine)—He had a *piece of coarse* cloth on.

Main—(Chief)—Rice is the *main* food of the Bengalis.

Mane—(The long hair on the neck and shoulders of some animal)—The horse had flowing *manes* on its neck.

Pain—(Agony)—He is suffering indescribable *pain*.

Pane—(A plate of glass)—The glass *panes* of the window are broken.

Rain—(Drops of water falling from the clouds)—There was plenty of *rain* last year.

Rein—(Something to restrain)—He gave his tongue a loose *rein*.

A. 6. (a) That herb is *fit to be eaten* = *edible*.

(b) His motive is *merely to get money* = *mercenary*.

(c) He is *unable to pay his debts* = *insolvent*.

(d) The ways of God are *not to be understood* = *incomprehensible*.

(e) A child who is *born after the death of his father* = *posthumous*.

(f) A thing that is *not to be believed* = *incredible*.

(g) One who is *averse to mixing in society* = *reserved ; unsocial*.

(h) A voice that is *such as can hardly be heard* = *inaudible*.

(i) A man who is *very uneducated* = *illiterate*.

Patna University, 1924

THE FOX WITHOUT A TAIL

A. 1. Once a fox had lost his tail. He called together the other foxes, and there was a great meeting to which came most of his kin, old and young alike. The fox without a tail stood with his back firmly fixed against a tree and made the following speech : "My friends," said the fox, "the tail is of no use to us ; it should be cut off. If you all agree to do this, who can feel ashamed of having lost it ?"

"Give a stronger reason," interrupted a young fox, "why the tail should go. We can't agree unless you make out a clear case."

"Listen to me," resumed the fox without a tail. "Don't you see that the tail is the source of all our dangers? Is the fox hunted for the sake of its tail, or for the sake of its flesh or fur? It is for the sake of its tail that the fox is hunted, and the tail should therefore be cut off at once."

"Thanks, my friend, for your advice," said a cunning old fox, "but tell us why you keep your back so firmly fixed against the stump of that tree. Turn yourself round, I beg you, and let us see what sort of a tail you have, and how you will look without one."

The fox without a tail was at last found out, and made off for the jungle without making any reply.

A. 2. *Famous*—(opp.)—*Notorious*—The man is reported to be a *notorious* gambler. *Infamous*—Who has the audacity of making such an *infamous* proposal?

Emigrant (opp.)—*Immigrant*—Englishmen are *immigrants* into Australia.

Antipathy—(opp.)—*Sympathy*—His *sympathy* for the poor is marked.

Pessimist—(opp.)—*Optimist*—An *optimist* is one who takes a bright view of things.

Persuade—(opp.)—*Dissuade*—My brother could with difficulty be *dissuaded* from the undertaking.

Resolute—(opp.)—*Irresolute*—He was a man of *irresolute* character.

Encourage—(opp.)—*Discourage*—His failure *discouraged* him greatly.

Credit—(opp.)—*Debit*—A bankrupt has always the *debit* side of his account heavier than the *credit* side.

A. 3. *Call to*—He *called to* me (shouted).

Call for—His conduct *calls for* punishment (requires).

Look over—He *looked over* (examined) the written answers.

Look through—The auditor carefully *looked through* the accounts (examined).

Run into—He was *running into* debt.

Run through—He has *run through* his fortune.

Take to—He has *taken to* stealing.

Take after—The son *takes after* the father.

Proceed with—After a short interruption they again *proceeded with* the business.

Proceed against I will *proceed against* you according to law.

Pass for—He *passes for* a man of character.

Pass over—I can never *pass over* his impertinence.

Touch at—The ship will *touch at* Gibraltar.

Touch upon He briefly *touched upon* the salient points of his character.

Get to—At length he *got to* his destination.

Get at—It is difficult to *get at* the truth.

A. 4. (a) His house and goods were sold for the payment of his debts. (b) I with everyone else declared him to be guilty. (c) He will return to us after a short absence. (d) To his great sorrow he has found out his mistake too late.

Patna University

Alternative Papers, 1924 and 1925

A. 1. (a) We are fond of giving advice, but not of receiving it. (b) Who, do you think, will be the captain next year? (c) On the other side of the river we found an abandoned house in which we resolved to pass the night. (d) I have also witnessed similar phenomena which I will now explain. (e) The King with a few followers was seen fleeing towards Gloucester.

A. 2. "Macbeth," shouted the second spirit, "have no fear, but laugh to scorn the power of man, for none of woman born shall have power to hurt you; so be bloody, bold and resolute."

Macbeth, glad of the assurance given, shouted exultingly that Macduff might live as he (Macbeth) had no need of fearing him (Macduff). But Macbeth wishing to make assurance doubly sure, exclaimed that Macduff must not live, so that he (Macbeth) might tell pale-hearted Fear it lied, and sleep in spite of thunder.

A. 3. *Adapt*—This text-book is *adapted* to the use of the sixth class (made suitable to).

Adopt—I do not know what better means to *adopt* (take recourse to).

Contemptuous—He used *contemptuous* epithets against his superior officer full of contempt.

Contemptible He is a mean, *contemptible* fellow (deserving of contempt).

Continuous—He related a *continuous* story (without any break—all the parts being connected together).

Continual—There were *continual* showers of rain (lasting for a long time but with short breaks).

Decry—My enemy *decried* the goods stocked in my firm (cried down).

Descry—The traveller *descried* a pool of water from some distance (saw from a distance).

Exposition—This edition contains a clear *exposition* of the Vedic text (explanation).

Exposure—He caught a chill from his *exposure* to cold (the act of being exposed).

Industrious—He is an *industrious* student (diligent).

Industrial—There was an *industrial* exhibition at Ranaghat (pertaining to industry).

Rout—The army was utterly put to *rout* (destruction).

Route—I do not know what *route* should be taken (way).

A. 4. Live—(n.) Life—He lived a happy *life*.

Strike—(n.) Stroke—He entered the class at the *stroke* of ten.

Bless—(n.) Bliss—He is now enjoying eternal *bliss*.

Dig—(n.) Ditch—The *ditch*, five feet wide, was jumped across by the horse.

Slave—(v.) Enslave—Satan has *enslaved* his soul.

Clean—(v.) Cleanse—He very carefully *cleansed* his teeth.

Dim—(v.) Bedim—His eyes were *bedimmed* with tears.

Bitter—(v.) Embitter—His feelings were gradually *embittered* against his brother.

1927

A. 1. (a) *The*—A Demonstrative adverb of Quantity = *to that extent*, modifying the adverb 'better.' Note that it is never used except in combination with some *adj.* or *adv.* in the Comparative Degree.

(b) *What*—An Interrogative Adjective, qualifying the noun *man* following.

(c) *About*—Prep. governing the simple inf. *to go* in the objective case.

(d) *Else*—Adverb of Quality, qualifying the *adv. how*.

C. U.—1929

1. (a) Analyse the following sentence :—

Alexander—who was not present *himself*, for he could not bear to see his friends *die*—had ordered that, when the flames were kindled, the trumpets should sound, and the whole host *shout*, as if engaging in battle.

(b) Parse the italicized words in the above extract.

2. Re-write the following passage in the indirect form of narration :—

"You have not got to the bottom of it yet, I think," said Lord Bryan. "The Prince is impulsive by nature, but he is no longer the boy he was at Cressy. He has thought things out, and though his actions are still instinctive they are very far from being haphazard or inconsistent."

3. Correct the errors in any *four* of the following sentences :—

(a) He though has failed the examination has not lost his heart.

(b) When I asked Ram why he is quarrelling he said to me to hold my tongue and go my home.

(c) The beauties of the nature in Switzerland has been praised by multitude of travellers.

(d) He was envious for my success and plotted to bring my ruin, but I did not care that.

(e) The meeting was presided by the Mayor which was attended by a large number of audience.

4. Fill up the gaps in any *four* of the following :—

(a) This business must be put—till to-morrow, for my hands are—to-day.

(b) I had—die than bring shame—my family.

(c) The dying warrior—his face towards his country, and he could not—weep and sigh.

(d) The song was so plaintive—all who heard were moved—tears.

My master will be angry—me if I fail to attend—my duty.

UNIVERSITY QUESTIONS ANSWERS

- Ans. 4. (a) Off; full.
 (b) Rather; on.
 (c) Turned; but.
 (d) That; to.
 (e) With; to.

C. U.—1930

1. (a) Analyse the following sentence :—

It was drawing towards winter, and very cold *weather*, when *one day* the two elder brothers had gone out, with their *warning* to little Gluck, who was left to mind the roast, *that* he was to let nobody *in*, and give nothing out.

- (b) Parse the words italicized in the above extract.

2. Put the following dialogue into the indirect form of narration.

"Who are you, sir?" demanded Schwartz.

"What's your business?" snarled Hans.

"I'm a poor old man, sir," the little gentleman began very modestly "and I saw your fire through the window, and begged shelter for a quarter of an hour."

"Have the goodness to walk out again, then," said Schwartz.

3. Correct the errors in any three of the following sentences :—

(a) I asked him why is he so angry upon me.

(b) The English is very easier to learn than the language of French.

(c) Honesty is more superior than riches, and is best policy.

(d) The audiences of a football match are excited when goal is given.

4. Fill up the gaps in either (a) or (b).

(a) I am faint...thirst, and must drink a glass of water...I can speak. The heat is...great that I...sit down...a shady place, and cool myself...a fan.

(b) I have often wandered...the temerity of the man. Look ...him. He seems to be a weak man, but he always rises...the occasion and shows courage which one never expected him. Sometimes he flirts...a passion, but it is the passion born...conviction.

Answers

(a) When broken up the sentence resolves into the following component parts :—

- (1) It was drawing.....weather.....(i)
 When one day... Gluck.....(ii)
 (C) Who was.....roast.....(iii)
 (D) That.....in.....(iv)
 (E) (That he was to) give....out....(v)

Grammatical relation of the clauses.

- (A) Principal clause.
 (B) Sub. Adverbial clause, modifying 'was drawing' in..... (i)
 (C) Sub. Adj. clause, qualifying 'Gluck' in..... (ii)
 (D) Sub noun clause in apposition with 'warning' in..... (ii)
 (E) Sub noun clause. Do. Do. Do in..... (ii)

Detailed Analysis.

- (A) (1) Subj.—It.
 (2) Pred.—was drawing.
 (3) Extension of the Pred.—'towards weather.'
 (B) (1) Subj. with enlargement—The...brothers.
 (2) Pred.—Had gone out.....Gluck.
 (3) Extension of the Pred.—when one day.
 (C) (1) Subj.—who.
 (2) Pred.—was left.
 (3) Extension of Pred.—to mind...roast.
 (D) (1) Subj.—He.
 (2) Pred. verb—was
 (3) Extension of Pred.—to let...in
 'That' introduces the noun clause.
 (E) (1) Subj.—He (understood).
 (2) Pred. verb—was.
 (3) Extension of the Pred.—"to give...out."
 'And' connects the two noun clauses.

R.—The sentence is **Complex** : vide, Ans. 1 (a), 1929.

UNIVERSITY QUESTIONS ANSWERED

1. (b) *Weather*—Common noun, 3rd person, singular number, neuter gender, object to the preposition 'towards.'

Day—Common noun, neuter gender, 3rd person, singular number, adverbial object of time.

That—Introductory conj., subordinate, introducing the clause following.

In—Adverb, a part of the verb 'let.'

A. 2. Schwartz demanded of the visitor who he was, and Hans enquired gruffly and in a muffled tone what his (visitor's) business was. The little gentleman very modestly replied that he was a poor old man, and he (gentleman) saw their (S and H.) fire through the window, and begged shelter ...hour. Schwartz then asked him peremptorily to have the goodness to walk out again.

A. 3. (a) I asked him why he was so angry with me.

(b) English is much easier to learn than French or than the language of the French.

(c) Honesty is superior to riches, and is the best policy.

(d) The spectators of a football match are excited when a goal is scored.

A. 4. (a) With ; that ; so ; must ; in ; with.

(b) At ; At ; To ; Of ; Into ; Of.
